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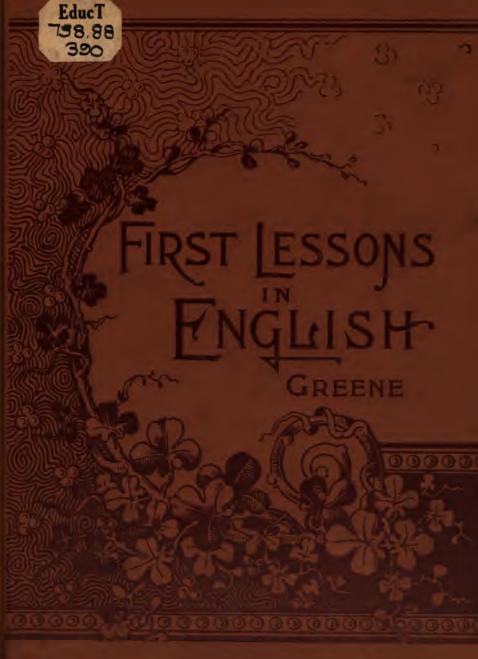
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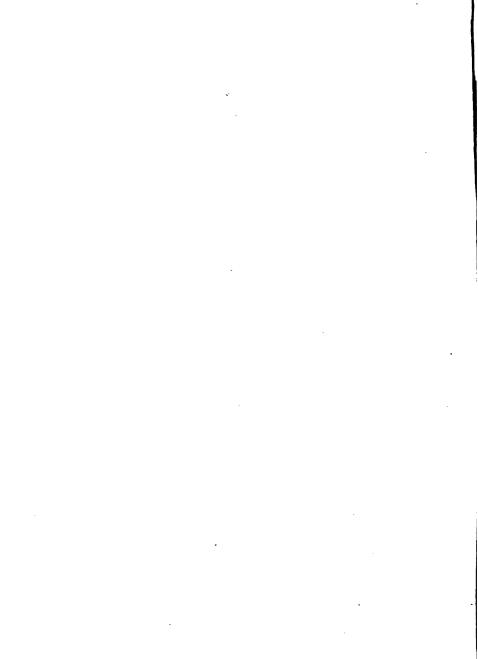
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FIRST LESSONS

IN

ENGLISH.

F. B. GREENE, A.M.

E. H. BUTLER & CO., PHILADELPHIA.

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PREFACE.

The aim of this little volume, which is based upon the plan and methods first presented in Greene's Introduction, is to provide for the pupil a series of graded exercises in the use of language.

Before beginning this book the child has made considerable progress in the *practical* use of language. He employs it for the legitimate purpose of expressing his thoughts. He has acquired its use unconsciously, and, whether correct or incorrect in form, it serves his purpose as a means of communication with those around him.

This practical use of language should not be disturbed by any effort of the teacher. The attention of the pupil is not to be diverted from the thought to the means of expressing it, except for the purpose of making the latter a better and truer medium.

With this end in view, the objective method has been employed. From the fund of knowledge already in the possession of the child the facts of language are deduced by a series of questions. These facts are formulated after they have been discovered by the pupil, and are then applied in simple exercises.

It is the *use* of language which chiefly concerns the learner; its principles will gradually unfold themselves. A knowledge of the proper use of the sentence in written as well as in spoken language should precede a scientific study of laws and principles.

The child employs language to make known his thoughts and feelings. He at once betrays a lack of sympathy with the thought and the style of expression which interest a mature and cultivated mind. Hence the sentences employed to develop the various facts of language and those used in the exercises have been adapted to the child's methods of thinking.

The formulated statements of facts or principles are in many cases not exhaustive. Exceptions and minor details have received little or no attention.

The technical terms of Grammar are not used in Part First, and, though employed to a limited extent in Part Second, they appear only for convenience in developing an outline sketch of the properties and uses of the Parts of Speech.

Part Second contains some suggestions for Letter-Writing which it is believed will be found to be practical and useful.

While this book is intended to lay the foundation for a more extended course in the study of language, it is believed that it will meet the wants of many pupils who pursue only the common English branches.

SUGGESTIONS.

This book consists mainly of exercises for the pupil. It is not a Teacher's Manual, but the course to be pursued will, it is believed, be manifest to every Teacher. The work is arranged for the child's use, but the book contains little, if anything, to be memorized. The various steps should be developed and learned, and the book may be used in the class and kept open like the Reading Book.

The sentences in large type should be read by the class and then discussed as suggested by the questions which follow. The facts evolved should then be applied in the exercises given, which should be supplemented by further oral and slate work.

There are no exercises presenting errors for correction. This omission is not intended to discourage criticism of the bad use of language which occurs daily in the experience of every teacher. It is doubtful, however, whether the common errors of speech presented to the *eye* in graphic form are not more apt to perpetuate themselves than to serve the purpose for which they are intended in text-books on language.

All children acquire the ability to express their thoughts in spoken language. It is of equal importance that they should learn to express themselves with pen or with pencil. They should be taught to talk correctly, and simultaneously their thoughts should be expressed in writing. There is but one impediment: it is at first more difficult to spell than to speak. But the obstacle is soon removed, and in a short time the habit of writing thought may become as natural as that of speaking it.

For the beginner practice is what is needed, not theory—the correct use of language, and not the reasons for it. The ministry of the Teacher is that of a friend and guide. She must encourage the child in his efforts, assist him in supplying proper forms of expression, show him when and where to use the marks of punctuation, and guide him in his attempts to form correct habits of writing.

Too much should not be attempted at once. To produce lasting impressions, topics should be taken up one at a time and in a natural order. Practice and repetition are, however, the secrets of success. With a little discretion on the part of the Teacher the repetitions may be so varied as never to become monotonous.

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PART FIRST

LESSON I. THINGS WHICH WE CAN SEE.



What do you see in this picture? What has the boy before him? Name the different things which you see in the basket. What has the boy on his feet? What do you see behind the door?

Copy this exercise on your slate:

The boy has a pig, a doll, a wagon, and a rabbit in a basket.

LESSON II.

OBJECTS.

Name five things which you can see in the school-room.

Name five things which you saw at home before coming to school.

Name three playthings which you have at home.

Name three things which you can hear.

Name four flowers which you can smell.

Name four things which you can taste.

Name two things which you can feel.

Can you think of any one word which you could use for all these? Are they all objects? What is an object?

Things which we can see, feel, hear, smell, or taste are objects.

Write the names of—

Three things that you wear.
Three things that you eat.
Three things that you see in a store.
Three things that you would like to buy.

Write the names of—

five trees five animals five vegetables five birds five fishes five fruits

Write the names of ten objects which you can see in the picture on page 9.

LESSON III.

MORE ABOUT OBJECTS.

What do you see in this picture? Can you name the parts of the orange that is cut?



Point out the pulp; the seeds; the peel.

Describe in your own words the orange; the pulp; the juice; the peel; the seeds. Are these objects?

Name some of the parts of a watch.

Give the names of the parts of a wheel.

Tell the names of the parts of a knife; of a slate; of a book; of a ship; of a bell.

Write the names of some of the parts of—

a house a carriage a tree a chair your face an apple

Write the names of articles that are made of the following substances.

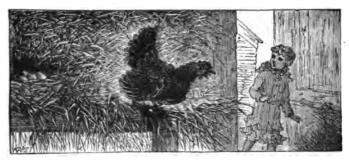
iron tin lead brass wool wood glass flour paper china

Tell the materials of which these things are made:

a stove a desk a chimney a shoe a window a box a basket a watch

Every object, every part of an object, or the substance of which an object is made has its own name.

LESSON IV. IDEAS.



Look at this picture, and tell what you think about it. Do you think something like this?—

The hen is in the barn.

She has a nest in the hay.

There are some eggs in the nest.

The hen is making a noise.

The little girl has just come into the barn to see what the hen is making such a noise about.

When you close your book, can you remember the picture? Can you think about it? Do you have a picture of the scene in your mind? Can you describe the picture?

Can you think of your home?

Tell what you think about it. Is the house large, or small? How many stories has the house? What is its color? What is the color of the blinds? How many rooms are there in the house? How many windows in your room? Is there a fence in front of the house? Name the trees and shrubs around it. Can you see a picture of it in your mind?

When we think of objects, they seem to be present in the mind.

That which is present in the mind is an idea or a thought.

From the idea which you have in your mind describe—

your doll a top a boat an elephant
your room a kite a pond a locomotive

Can you name the principal objects which you pass on the way from your house to school? Do you see the real objects, or are you recalling your ideas of them, so that you seem to see them?

Did you ever see Niagara? The Capitol at Washington? The Brooklyn Bridge? Have you an idea of each of these?

What is your idea of a mountain? of a desert? of a ship? of an iceberg?

How do you express your ideas?

We use words to express our ideas.

What ideas come to your mind when you see these words?—

ice sun bow arrow egg helmet anemone threshold

Read a descriptive piece in your Reader, and tell what ideas the words bring to your mind.

LESSON V. A PICTURE LESSON.



What is the name of the toy which you see in the picture? What does the upper part of it look like? What does the lower part look like? What do you see on the side of this upper part? What do you see on the end of the upper part?

What is the cover made to resemble? Can you lift one side of the cover, so that you may open the upper part of a real toy like the one shown in the picture? What do you call a cover that lifts in this way?

Tell the names of the toy-animals which are standing on the floor. How many feet has the cow? What words would you use to fill these blanks?—

The cow and the pig and the fox each have four ——, but the bird has but two ——-.

With what does a real cow see? With what does a fox hear? What does the cow have on her head that the fox and the pig do not have? What does a bird have that the cow, the fox, and the pig do not have?

Write on your slate the names of all the objects and parts of objects which you can see in the picture.

When you read these names, do you see a picture of the objects in your mind? Have you written the objects on your slate? What have you written?

LESSON VI.

THE EXPRESSION OF A THOUGHT.

This little girl has a doll. The doll is in a chair.

The girl makes the doll sit in the chair.

Read this little story about the girl and the doll. What three different things are told about the picture? How many groups of words are used to tell them? Does each group tell something which you think about the picture? How many



thoughts or ideas are expressed? Can you express some other thought about this picture?

A thought expressed in words is a sentence.

Copy these sentences on your slate:

The girl has a doll. The doll has a chair, It sits in the chair.

Make a sentence about a horse; about the sun; about ice; about summer; about something you saw in the city.

LESSON VII. THE STATEMENT.



This little girl is in the garden.

Her hat is on the ground. She is picking a flower.

Read this description of the picture. Does each of these groups of words express a thought? Are they sentences? About whom is something said in the first sentence? What is told about her? About what is something told in the second sentence? What is told about it? About whom does the third sentence tell something? What does it tell?

Tell something about the moon a pen a hoop

a fox

Copy these sentences on your slate:

A fish lives in the pond John dug a little well. Ann has a velvet dress.

Do these sentences all tell something? What does each one tell something about? What is stated in each sentence?

A sentence which tells something or states something is a telling sentence, or a statement.

Look at the sentences which tell about the picture in this lesson. What is the first word of each of these sentences? With what kind of a letter does each of these words begin? What do you see at the end of each of these sentences?

The first word of every statement should begin with a capital letter.

A period should be placed after every statement.

EXERCISE.

Read each of these groups of words, and tell which are statements:

Corn grows in the field.

My new sled.

The eagle is flying.

A sentence which tells something.

My dog is faithful.

Seldom stays away from school.

James has a big kite.

State something about

an owl	a rose	a cow	snow
the sky	a ball	a slate	water

Write statements about

your school	a book	a duck	a star
your sponge	a fish	a crow	a top

Write these groups of words so that each shall make a statement:

Bird the in is cage a.	Sweet those are oranges.
On man a is horse a.	Town is Mary to going.

LESSON VIII.

THE QUESTION.



What do you see in this picture?

Can you tell what it is?

I know what it is. It is a squirrel.

What do you think it has in its paws?

How many of these sentences state something?
Does the first sentence tell anything? Does it ask something? What does it ask? Tell which of the other sentences ask something, and state what each asks?

Copy these sentences on your slate:

Did John get a pen? Are you going home? Stave you studied your lesson well?

Read the sentences that you have written. Do these sentences tell something? Do they ask something? Are they statements?

A sentence which asks something is an asking sentence, or a question.

Look at the first word of each of the sentences which you have copied. With what kind of a letter does the first word of each begin? Is a period placed after each sentence? What do you see at the close of each sentence?

The first word of every question should begin with a capital letter.

A question-mark, or interrogation-point [?], should be placed after every question.

EXERCISE.

Change these statements to questions:

The boys are at home.
You have a large hoop.
The flowers are in bloom.
The eggs are in the nest.
School begins at nine o'clock.
You have finished your lessons.

Ask a question about—

the wind a duck sugar a farm a lamp a lamb flour an apple tree

Write questions about—

the grass a picture a child a mouse a lemon a frog a robin a wagon

Write each of these groups of words so that it shall make a statement, and then change each to make a question:

Black the is crow.

Above the us sky blue is.

Table is the under cat the.

Hat has soft a James.

A catch the will mouse cat.

Hill is the steep very.

LESSON IX. A PICTURE LESSON.



Look at this picture, and write five sentences each of which shall tell something about it. What kind of sentences must you use? With what does the first word of each begin? With what must each close?

Look at this picture, and then write five sentences each of which shall ask something about it. What kind of sentences must you use? What is placed after each sentence?





Write five questions about this picture. Write five statements about it. Describe the picture in your own words.

LESSON X.

NAMES.



Laura has a new doll.

Her father bought it for her in Boston.

When Laura came to breakfast, she found the doll. It was a birthday present.

Laura found also a pretty book and a new cup and a little tea-set.

What is the name of the little girl in the picture? Give the names of the birthday presents she received. Give the name of any other thing which you see in the picture. What is the name of the place where the doll was bought? Is the name of an object the object itself? Is the name a word? When you

see an object, do you think of the name? When you see or hear a word which is the name of an object, do you think of the object? Do all objects have names? Do all places have names?

Some words are used as names.

A word may be the name of a person or of a place or of a thing.

Persons, places or things are objects.

Words used to represent objects are names.

Tell which of the following words represent objects:

duck	barn	\mathbf{dog}	William	young
neatly	over	running	$\mathbf{difficult}$	snow

Read these words:

Bristol	\mathbf{wood}	Mary	village	man
tiger	pheasant	door	house	plum

Are these words names? Why? Which words represent persons? Which words are names of places? Which are names of things?

Tell which words are names in the following sentences. Tell in each case whether the word is the name of a person, a place or a thing:

A man has an axe.

Charles and Amos live in Chicago.

The horse is drawing the wagon up the hill.

Our teacher dismissed the school when the bell rang.

The conductor left the train at Columbus.

LESSON XI.

COMMON NAMES AND PROPER NAMES.

FIRST STORY.

This boy and girl have a dog.

The dog plays with them.

They all live in the city.

The house in which they live is on one of the principal streets.



SECOND STORY.

William and Bertha have a dog named Nero. Nero plays with them.

William, Bertha and their playfellow Nero all live in Philadelphia.

Their house is on Walnut Street.

Read the first story.

What names are used to represent the children? What name is used to represent their pet? Can you tell from this story what particular boy and girl are meant? Can you tell what they call their dog? Can you tell what city they live in? Can you tell on which street their house is situated?

Read the second story.

Can you tell what boy and what girl are spoken of now? What is the boy's own name? What particular name has the girl? What is the particular name of the dog? What name distinguishes from other cities the city in which they live? What name, different from that of other streets, is given to the street on which they live?

William is a boy's name which distinguishes William from other boys.

Bertha is a girl's name which distinguishes Bertha from other girls.

Nero is a dog's name which distinguishes Nero from other dogs.

Philadelphia is the city-name which distinguishes Philadelphia from other cities.

Walnut is the street-name which distinguishes Walnut Street from other streets.

Any name which belongs to some particular one of a class of objects is a **proper name**.

Any name which belongs in common to each one of a class of objects is a common name.

Tell which of the following are proper names and which are common names:

rat Newark James inkstand Belle window bell Chicago Washington map

Copy these words on your slate:

Kate pin Monday Christmas fan egg June cannon ship Sondon hat Friday Look at your slate, and see which words begin with capital letters. Are these words proper names or common names? What are the other words?

A proper name should begin with a capital letter.

A common name should begin with a small letter, unless the word is the first word of a sentence.

EXERCISE.

Write these sentences on your slate, filling the blanks with proper names:

The ——— is a wide ocean.
The ——— is a long river.
I call my pet canary
The capital of the United States is -
Detroit is in ———

Write your first name. Write the first name of five children in your school. Write the name of the city or town in which you live. Write the name of the State in which you live. Write the name of a river. Write the names of three of the months.

Write statements containing—

The name of a boy. The name of a girl.

The name of an island. The name of a horse.

The name of this day. The name of a lake.

The name of the language which you use.

The name of the holiday which you like best.

The name of the month in which you were born.

LESSON XII.

PROPER NAMES AND INITIALS.



This boy's full name is Henry Wilson.

His brother's name is Charles Edmund Wilson.

He has two sisters. Their names are Harriet Richmond Wilson and Mary Howard Wilson.

They all live in New York.

What name do these four people have in common? Is it a common name? How many words are there in the name of the first boy? In his brother's name? In the names of each of his sisters? How many words in the name of the city in which they all live? With what kind of a letter does each of these words begin?

A person's last name is called the family name, or surname.

The name given to a person by his parents is called the **Christian name.** The Christian name may consist of more than one word.

When a proper name consists of more than one word, each word should begin with a capital letter.

Write on your slate—

Your full name.

Your father's name.

The Christian name of a boy.

The Christian name of a girl.

The surname of one of your classmates.

The full name of some noted person.

A. Wilson. b. Edmund Wilson. A. R. Wilson. Mary St. Wilson.

How does the first of these names differ from the name which you read in the first sentence of this lesson? Do you think that it is the name of the same person? What does H stand for? The first letter of a name is called an *initial*. Tell what other initials are used in these names, and for what each initial stands. What kind of a letter is used for an initial? What is placed after each initial?

Initials are sometimes used for names of places. New York is sometimes written N. Y. United States is sometimes written U. S. District of Columbia is sometimes written D. C.

When an **initial** is used instead of a name, the *initial* should be a **capital** letter, and a **period** should be placed after it.

EXERCISE.

Write the surname of some one you know, then write the same name with the initial or initials of the Christian name.

Write the name of the country in which you live.

Write the name of the city or town and the name of the State in which you live.

Write the initials for New Hampshire, Rhode Island, Nova Scotia, South America and North Carolina.

LESSON XIII.

COMMON NAMES USED AS PROPER NAMES.

FIRST STORY.



My cousin and I have been to get the doctor.

The doctor lives on the next street, and so it did not take us long to find him.

We told him to come to our house as soon as possible, because my uncle had fallen from a tree and had hurt his hand,

and my aunt was very much alarmed.

SECOND STORY.

Cousin James and I have been to get Doctor Brown.

Doctor Brown lives on Myrtle Street, which is the next street to ours, and so it did not take us long to find him.

We told him to come to our house as soon as possible, because Uncle Richard had hurt his hand, and Aunt Sarah was very much alarmed.

With what kind of a letter do the words cousin, doctor, street, uncle, and aunt begin in the first story? Can you tell why? With what kind of a letter do the same words begin in the second story? Can you tell why?

A common name may sometimes be used as part of a proper name, and when so used should begin with a capital letter.

Write sentences containing the following words used as common names:

uncle lake aunt doctor park ocean king river queen square

Write sentences containing the same words, and use each as part of a proper name.

Look again at the two stories. Do you know who is telling the first story? Can you tell who is speaking in the second story? Is the name of the person speaking given? What word shows who is speaking? What kind of a letter is it?

When a person speaks of himself, he uses the word I instead of his own proper name.

The word I is always a capital letter.

In these sentences represent the person spoken about as speaking of himself:

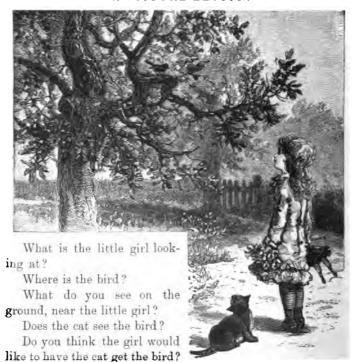
James saw a large bird. Mary was eating breakfast.

The boy was running. The scholar learned the lesson.

REVIEW EXERCISE.

What is used after a question? What is a proper name? What is used after a statement? With what does the first word of a statement begin? What is used after an initial? What kind of a letter should be used for an initial? What is a common name? What do you call your last name? What is an object? What is a sentence? With what kind of a letter does a proper name begin? When is I used? Write the names of three streets in some city which you have visited. Write your own name, using initials for your Christian name. Write the name of the President of the United States.

LESSON XIV. A PICTURE LESSON.



Write statements which shall answer these questions. Read your sentences. Do they describe the picture?

Write a little story about the picture in your own words. You may tell what you think the little girl's name is; where she is; where she has been; where she is going; what she has with her; why she stopped near the tree; what season of the year it is; what the kitty did.

LESSON XV. WHEN TO USE IS AND ARE.



An acorn is on the branch.

A leaf is on the branch.

An acorn and a leaf are on the branch.

Acorns are on the branch.

Leaves are on the branch.

Read and write these sentences. What is spoken of in the first sentence? In the second sentence? How many things are spoken of in the third sentence? In which sentences do you find the word is? Which sentences have the word are? How many things are spoken of in each of the sentences using is? Do you use is or are in speaking of more things than one?

Is should be used in speaking of one object.

Are should be used in speaking of two or more objects.

EXERCISE.

Fill the blanks in the following sentences with is or are:

The hen ---- on the nest.

Cherries — ripe.

James and Charles — going to school.

The dog - running.

The snow —— falling.

Flowers —— blooming in the field.

We —— in a hurry to go.

The peaches —— soft.

The book —— made of paper.

Write statements about these words, using is:

wood dog house man sugar

Write questions about these words, using is:

desk tree pear George Chicago

Write statements about these words, using are:
men rivers flies mills toys

Write questions about these words, using are:
fishes pictures girls fans clouds

LESSON XVI.

WAS AND WERE, HAS AND HAVE.

The bird was in the tree.

The birds were in the tree.

The cat was playing with the kitten.

The cat and the kitten were playing.

Read and write these sentences. Which sentences speak of one object? In which sentences do we speak of more objects than one? In which sentences do we use was? In which sentences is were used?

Was should be used in speaking of one object.

Were should be used in speaking of two or more objects.

Fill the blanks in the following sentences with was or were:

The man — walking.

The boy and girl — playing.

Jennie — a little girl.

— the men going to town?

You and I — at school yesterday.

Write sentences containing these words, and use was or were:

eggs air dress brook Kate bee dishes ring children lemons

The boy has some marbles.

The boys have some marbles.

James has his brother's hat.

James and his brother have their hats.

Read and write these sentences. Does the first sentence speak of one boy or of more than one? Does the second sentence speak of one boy or of more than one? In which sentence is has used? In which sentence do we use have? Can you tell why has is used in the third sentence? Why is have used in the last sentence?

Has should be used in speaking of one object.

Have should be used in speaking of two or more objects.

Fill the blanks in the following sentences with has or have:

The man — a gun.

Lions — sharp teeth.

William and I — a tool-chest.

— Charles gone home?

— the scholars any pencils?

Write sentences containing these words, and use has or have:

elm leaf beggar square books vases houses clouds lamps pencil

EXERCISE.

Fill these blanks with names of objects:

Write two statements in which you use is. Write two questions in which you use have. Write two statements in which you use were. Write two questions in which you use has.

Make statements about the following, using is, are, was, were, has or have:

Your hat.
Tall trees.
The little wren.
Oranges and lemons.
A white dove.
Albany and Troy.
Children's voices.
Those pretty flowers.
The watch and chain.
A pet rabbit.

LESSON XVII. A PICTURE LESSON.



Write a story about this picture. Tell where you think the little boy and girl are, and what they are doing. In writing, express your own thoughts, but use the words given above the picture.

LESSON XVIII. A, AN, AND THE.



Here is a basket.

In the basket I see a pear, a peach, an apple, a lemon, and an orange.

What word is used before basket in the first sentence?

What word is used before peach in the second sentence?

What word is used before pear? Before lemon? What word do you see before apple? Before orange?

Name the first letter of each of the following words:

apple egg island orange urn

Would you use a or an before these words?

The letters a, e, i, o, and u are vowels. All the other letters are consonants.

Name the first letter of each of these words:

boy man ape owl bed umbrella dog eel cat hen ink carriage

Which of these words begin with vowels? Which begin with consonants? Before which words would you use α ? Name the words with which you would use αn ?

Would you say a hour or an hour? A unit or an unit? Which would you say, a honest man or an honest man? Which is correct, a useful book or an useful book?

The words hour and honest do not begin with a vowel, but the first letter, h, is silent, and the first sound is a vowel-sound. The words unit and useful begin with a vowel, but have a consonant-sound, as if the words began with y.

A is used before words beginning with a consonant or with a consonant-sound.

An is used before words beginning with a vowel or with a vowel-sound.

Fill the blanks in these sentences with α or an:

The chicken will catch — fly.

The hen laid - egg.

John lost — bat.

I can stay - hour.

- boat is on the shore.

He is - honorable man.

We take - evening paper.

Do not laugh at - unlucky man.

Write these words, using a or an before the words in each column:

shoe dog hat owl ear hen house inkstand island new hoop old man early bird

a hen tan egg the hens t

the hen the egg the eggs

Before which words do you see a or an? Do these words mean one or more than one? Would you use a or an before words meaning two or more? Is *the* used before words meaning one or before words meaning more than one?

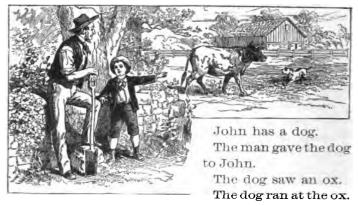


A or An is used before words meaning but one.

The is used before words meaning one or more than
one.

LESSON XIX.

A, AN, AND THE.—THIS, THAT, THESE, AND THOSE.



When you have read the first sentence, have you an idea of some particular dog? Does a dog mean any dog or some particular dog? Does the dog in the second sentence refer to any dog or to some particular dog? To what dog do you think it refers? What man do you suppose the man means? What dog is spoken of in the third sentence? Is any particular ox spoken of in the third sentence? Does the ox mean any ox or the ox which the dog saw?

The is used when we wish to indicate some particular object or objects.

 ${\bf A}$ or ${\bf A}{\bf n}$ is used when we do not wish to indicate any particular object.

Give me this slate, and I will give you that book. These birds have nests in those trees.

In the first sentence is a particular slate meant? What word shows that a particular slate is spoken of? What word shows that we are speaking of a particular book? Which is nearer to the person speaking, the slate or the book? What words are

used to point out birds and trees? Which do you think are nearer to the speaker, the birds or the trees? Name all the words in these sentences used to point out particular objects. Which of these words mean one? Which mean more than one?

This, that, these, and those are used to indicate particular objects.

This and these are used in speaking of objects that are mear.

That and those are used in speaking of objects that are at a distance.

This and that are used to indicate but one. These and those are used to indicate more than one.

EXERCISE.

Fill the blanks in these sentences with a or an, the, this or that, these or those:

Write two questions, using a.
Write two statements, using an.
Write two questions, using this.
Write two statements, using these.
Write two questions, using that.
Write two statements, using those.

Fill the blanks in the following sentences with this or that, or with is, was, or has:

--- hen --- some little chickens.

- - fox - - running after the ducks.

---- hat yours?

---- dark cloud ---- above us.

- the boy learned - long word?

---- tree ---- tall.

The girl —— slate.

In the same sentences change this to these, and that to those. Make all other changes that are necessary.

LESSON XX.

WORDS MEANING ONE, AND MORE THAN ONE.

one top.



one bird.

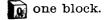




two tops.



three birds.





several blocks.



one apple.



many apples.

Write the words:

hen dog desk sailor flag boy pen bag hammer table

Write the same words, changing each so that it shall mean more than one.

Look at the words near the pictures, and also at the words which you have written, and tell how each word is changed to make it mean more than one.

Most names meaning but one add s to show that they mean more than one.

Fill the blanks with names which mean one or more than one, as each case requires:

 The boy has a —.
 — has a trunk.

 — can fly.
 — were hungry.

 The — eats corn.
 — is heavy.

 — have branches.
 — sail on the ocean.

Write the following words, changing each so that it shall mean more than one:

box church fish dress

How have these words been changed? Did you add s to show that more than one was meant? 'What did you add?

Most names meaning but one, and ending with a sound which will not unite with the sound of s, add es to show that they mean more than one.

Write these words, changing each to mean more than one:

arch axe fox brush dish watch branch kiss inch class Write these sentences, changing the names meaning but one so that each shall mean more than one. Make all other changes that are necessary:

The plum is not ripe. The box is too large. This church is closed.

The dress is new.

I see a fox.

The tree has a branch.

May I buy a brush?

The peach is soft.

LESSON XXI. ONE, AND MORE THAN ONE.

thief thieves loaf

knife

wife wives

Which words mean one? Which words mean more than one? How were the words meaning but one changed to mean more than one?

Some names ending in f or fe, and meaning but one, change the f or fe to v and add es to show that they mean more than one.

Write sentences containing the following words, changing each to mean more than one:

leaf

sheaf

wolf

life

calf

Some words ending in f and fe simply add s to show that they mean more than one.

Copy the following words on your slate:

fife fifes
roofs

scarf scarfs hoof hoofs dwarf dwarfs cliff cliffs

gulf gulfs

chief chiefs

proofs proofs

LESSON XXII.

ONE, AND MORE THAN ONE.

day baby key pony days babies keys ponies

Do the words in the upper line mean one or more than one? How are the words meaning one changed to mean more than one? Are they all changed in the same way?

When the letter before the y is a vowel, names ending in y, and meaning but one, add s to show that they mean more than one; but they change y to i and add es if the letter before the y is a consonant.

Write sentences containing the following words, changing each to mean more than one:

monkey body lady boy donkey fly
piano solo cargo potato
pianos solos cargoes potatoes

Which words mean but one? Are these words all changed in the same way to mean more than one? How are they changed?

Some names ending in o, and meaning but one, add s, and some add es, to show that they mean more than one.

mouse goose child ox tooth mice geese children oxen teeth

Which words mean but one? -How are they changed to mean more than one? Are they changed as any of the words you have had before are changed?

A few words meaning but one change the form of the word to show that they mean more than one.

Write sentences containing the following names, changing each to mean more than one:

man ox woman foot mouse child

The hunter shot a deer.

The hunter shot two deer.

A man caught a mackerel with a line.

He caught fifty mackerel in a seine.

What word is used to represent what the hunter shot? Is the word changed to mean more than one? When we mean more than one deer, do we change the word in any way? Is the word mackerel changed to mean more than one?

A few words use the same form to mean one or more than one.

Write sentences containing the following words used to mean two or more:

trout swine sheep yoke salmon gross

The tailor has a pair of scissors.

He sometimes calls them shears.

He uses them in cutting cloth to make clothes.

Do the words scissors, shears, and clothes mean one or more than one? What words could be used to mean but one? These words have no form to mean but one, and are generally used with some other words; as, a pair of scissors, a pair of shears, two suits of clothes.

Write sentences containing these words:

tongs bellows ashes nippers oats

170 llava

EXERCISE.

Fill the blanks in these sentences with words from this list:

children

rays	chilaren	laxes	valleys
halves	tomatoes	teeth	eaves
The —— of	the house are	filled with s	wallows' nests.
Have the	- gone to the	nursery?	
Two m	ake a whole.		
In summer the	of the	sun are hot	
grow in	n our garden.		
The heavy -	make the p	people comp	lain.
The ——— of the lion are sharp.			
The ——— are surrounded by high mountains.			

Write sentences, using these words to mean two or more:

bell	\mathbf{bush}	watch	$\operatorname{cit}_{\mathbf{y}}$	mouse
scissors	\mathbf{wheel}	penny	cargo	bellows
life	fox	mile	flower	story
peach	volcano	child	lily	foot
shelf	\mathbf{daisy}	toy	dozen	lady

REVIEW EXERCISE.

When should is be used? Was? Have? Are? What is a vowel? What is a consonant? Should a or an be used before a word beginning with a vowel or with a vowel-sound? When a word meaning but one ends with y preceded by a vowel, how is it changed to mean more than one? What words are used to point out particular objects? Would you use this or that to indicate an object which is near you? How are most words meaning but one changed to mean more than one? Name five words which mean either one or more than one.

LESSON XXIII.

WORDS SHOWING POSSESSION.



Helen has a kitten. Helen's kitten is in her lap. Two of the kitten's paws are white.

To whom does the kitten belong? Whose kitten is mentioned in the second sentence? Look at the first word in the first sentence and the first word in the second sentence. Are both these words alike? What letter is added to the word *Helen* in the second sentence? What else is added? This mark (') is called an apostrophe. What is meant when the apostrophe and s are added to the word *Helen*? Do you see any word in the third sentence with the apostrophe and letter s added? Is the meaning of this word changed? What does it mean in the changed form?

When we wish a word to show to whom or to what something belongs, we change the form of the word.

A word which shows *possession* is a **possessive word**, or a word in the **possessive form**.

Tell which are possessive words in these sentences:

John's hat is black.

The dog's collar is made of brass.

You have the doll's hat.

Father's dinner is ready.

The bird's cage hangs by the window.

There is nothing stronger than a mother's love.

The child's eyes filled with tears.

Write sentences containing these words:

The ship's sail.

My brother's boat.

The cat's paw.

The farmer's plough.

A hen's nest.

A man's coat.

The general's sword. The coachman's whip. Our teacher's book. To-morrow's dawn.

Write sentences containing the possessive forms of these words:

boy cow Paul girl church steamer horse Carlo

fish

mouse $_{
m bird}$ John

Lucy man

arrow

session may be shown:

Change the following groups of words so that pos-

baker bread hen egg

trout fin turkey feather Mary gloves Sarah thimble

lamb wool

elephant trunk

George skates

Fill the blanks in the following examples with possessive words:

This is ——— hat.

Have you seen - slate.

The book is on ---- desk.

— boat is at the wharf.

LESSON XXIV. POSSESSIVE FORMS.



The boys have some tops.

The boy's kite is in his hand.

The boys' tops are on the ground.

Why is has used in the first sentence? Why is have used in the second sentence? How is the word boy changed in the third sentence? How is the word boys changed in the fourth sentence? What do these changes show?

Words meaning but one add the apostrophe and s ('s) to show possession.

Words which mean more than one, and which end in s, add the apostrophe (') to show possession.

Write the possessive form of:

girls trees bees horses ladies

The voices of the men were heard. The men's voices were heard.

Whose voices are spoken of in the first sentence? What word shows possession in the second sentence? How is the word mcn changed to show possession? Does men mean one or more than one? Does the word end in s?

Words which mean more than one, and which do not end in s, add the apostrophe and s to show possession.

Tell which words show possession in these sentences:

The bird's nest is in the branch. The horses' manes are long. The soldiers' guns were stacked. The children's books are torn.

EXERCISE.

Change these sentences so that each shall contain a word in the possessive form:

The face of the man is familiar.

The book which Robert has is a dictionary.

Did you hear the song of the bird?

That is the mast of a vessel.

I have read some of the writings of Scott.

Write sentences containing these words:

boy's books. blacksmiths' hammers.

squirrels' teeth. eagles'

farmer's shoemaker's last.

Write sentences containing the possessive form of these words, changing each word so that it shall mean more than one:

Indian ox people woman child

LESSON XXV.

THE COMMAND.



Come here, Fido, come here. Now look up in my face. Listen to what I say, sir. Don't you jump into the water. Come home with me.

Read these sentences. Who is talking to Fido? Do you think that he is Fido's master? Are these sentences statements? Are they questions? Is each of these sentences a command to Fido? What punctuation-mark do you see before and after the word *Fido* in the first sentence? Do you see the same kind of a mark in either of the other sentences? With what kind of a letter does the first word of each of these sentences begin? What do you see at the end of each sentence?

A sentence which expresses an order or a request is a commanding sentence, or a command.

The first word of every command should begin with a capital letter, and a period should be placed at the end of the sentence.

When a name representing the person or object spoken to is given in a command, the **comma** is used to separate it from other words in the sentence.

Tell which of the following sentences are commands, and change the statements or questions to commands:

Are your books on the desk?
Write just what you think.
Please let me have my hat.
The old barn is burnt.
Observe the capitals.
The new house is finished.
Come, boys, write your lesson.
The girls read distinctly.
Notice all the punctuation-marks.

Write commands, using these words:

gun play book lamp look obey wagon run read picture

Write these sentences so that each shall be a command:

Me bring Ida book the. Your obey children parents. Lesson this carefully study. Dull write not with pencil do a. Word every distinctly pronounce.

Think of a party of children or a company of soldiers, and give five appropriate commands to them, as if you were with them.

LESSON XXVI. WORDS USED TO SHOW WHAT IS DONE.



Plants grow.
Flowers bloom.
A bird flies.
A butterfly stops and rests.

What is spoken of in the first sentence? What word tells what plants do? What do flowers do? What word tells what a bird does? What words tell what a butterfly does?

Some words are used to tell what objects do.

Tell something which is done by—

a horse a fish a boy a clock an eagle a scholar

Write sentences, using these words:

run eats teaches sews dreams walks sells smiles plays flew

Change these sentences so that they may tell properly what the different objects do:

Birds roar. Rats hiss Flowers sail.

Lions fade. Ships grow Hens bark.

Trees fly. Geese gnaw. Dogs cackle.

LESSON XXVII.

A PICTURE LESSON.

What season of the year do you think is shown here? Are there any leaves on the trees? Are there any flowers in bloom? What is falling through the air? What is on the ground, on the fence, and on the branches of the trees? What do you see sitting on a bush? Do you think that it is a robin or a bluebird? Where do robins



and bluebirds go in the winter? Why? What kind of a bird is it? Will the cold winter hurt this little bird?



Did you ever see a ship?
Of what is the hull of a ship generally made?

How many masts has a ship?
What is that which looks
something like a mast, but which
projects in front of the ship?
Of what are the sails made?
What are sails for? What
makes the ship sail? What do
we call the men who manage a
ship? Where do ships sail?

What do they carry? What is a cargo? What is a harbor?

Write statements answering these questions, and arrange them to form descriptions of the pictures.

LESSON XXVIII. THE EXCLAMATION.



Hurrah! up we go.
Who is afraid!
Look out for that wasp!
See there! I hit it with my stick.

What does the word hurrah express? What kind of feeling does the second sentence express? Do you think the third sentence is spoken slowly or suddenly? How do you think the last sentence is spoken? What would you say if you were surprised? What would you say if you were hurt?

A statement, a question, or a command may express some sudden feeling or emotion.

A word or a sentence expressing feeling or emotion is called an exclamation.

The *first word* of a sentence expressing feeling or emotion should begin with a **capital letter**, and the word or the sentence expressing the emotion should be followed by an **exciamation-point** (!).

Point out in these sentences the words which express feeling or emotion:

Alas! the happy days are gone.
Halt! who comes here?
Oh, here is my hat!
Hark! did you hear the bell?
Hush! the baby is asleep.
Ah me! how sad is my lot!
Ho for my vine-clad home!
Attention! battalion, order arms.

Tell which of these sentences are exclamations:

The torrent rushes rapidly.

How rapidly the torrent rushes!
These flowers are beautiful.
What beautiful flowers these are!
There! I have torn my dress.
Oh how sweet that flower is!
What a mistake he made!

Change these statements to exclamations:

These are cunning chickens. It is very warm to-day.
The moon is full.
This fruit is delicious.
These trees are very tall.
The sky is clear.
The old clock is wonderful.
The sun is very bright to-day.
That was a disastrous wreck.

Write five statements and five questions, and then change them to exclamations.

LESSON XXIX. A POEM.

The squirrel hastens to and fro With acorn, nut, and corn, His hall to fill; he's much to do, For winter's coming on.

He does not stop for friends or foes Until his work is done; He needs no telling: well he knows Cold winter's coming on.

His storehouse filled with all that's good His eyes look proudly on; Then chatters he throughout the wood, "Now let cold winter come."

Come, children; like the squirrel try, In life's bright, sunny morn, To seek a good, a wise supply, Before old age comes on.

What do you call a story that is told as this story is told? Are the thoughts expressed as we usually express them? With what kind of a letter does the first word of each line begin? Is the first word of each line the first word of a sentence? Are the words he's, winter's, that's possessive words? Do you see a possessive word in this poem? What is the apostrophe used for when it does not denote possession?

The first word of every line of poetry should begin with a capital letter.

The apostrophe is used to denote the omission of a letter.

Write in your own words the story told by this poem.

LESSON XXX.

WORDS USED TO SHOW WHAT OR WHAT KIND.

It is a cold day.

The white snow covers the frozen ground.

The boys wear thick coats and warm scarfs.

They are coasting on the hill back of the barn.

Ned has a new sled named Star.

The sled which Herbert has is painted red.

Ned and Herbert are climbing the steep hill.

The boys at the top of the hill are calling to Ned and Herbert to get out of the way.

What kind of a day is it? What kind of snow is on the ground? What kind of ground does the snow cover? What kind of coats do the boys wear? What kind of scarfs? On what hill are they coasting? What kind of a sled has

Ned? How can Ned distinguish his sled from the other sleds? What other sled is spoken of? How is it described? What kind of a hill are the boys climbing? What boys are calling to Ned and Herbert?

What word in the first sentence tells what kind of a day it is? What word in the second sentence describes the ground? What words are used to describe Ned's sled? What words show to whom the other sled belongs? What words show what boys are calling?

Some words are used to show what object or what kind of an object is spoken of.

We may use one word or several words to show what object or what kind of an object we mean.

Tell which words in these sentences are used to show what or what kind:

The white swan has a long neck.

The pictures in my book are beautiful.

The last day of vacation was stormy.

Cheap candy is often unwholesome.

The hour before dawn is sometimes the darkest.

The arithmetic lesson which we had yesterday was hard.

A little learning is a dangerous thing.

A fierce gale swept over the turbulent sea.

EXERCISE.

Fill the blanks with words showing what or what kind:

A wheel is ———————————————————————————————————
Apples are — men are — .
The ———— leaves cover the ————— trees.
This ——— watchdog awakened his ——— master.
Our - · - gardener gave me a flower.
A — rain moistened the — ground.
A — kitten ran after a — butterfly.
The ——— river flows through a ——— country.
This rose grew beside the — wall.
A — city appeared in the midst of a — plain.

Write sentences, using these words with the names of objects:

good	square	\mathbf{honest}	tall	rare
small	fragrant	\mathbf{mild}	kind	idle

Write sentences, using these groups of words to show what object or what kind of object you mean:

of thread. of cake.
of iron. on my desk.
of the ocean. of a lion.
at the corner of the street.
which I brought to school.
that grow on the tree.
which we see in summer.
who taught me to write.

Write the following sentences, using a single word for the words which are in Italics:

His father was a man of learning.

The emperor wore a crown of gold.

He was a man of honesty, and a man who spoke the truth.

Fishes of great size are found in the lake.

We went across a bridge which was made of wood.

This is a matter of importance.

A thing of beauty is a joy for ever.

This was written by a man who lives in England.

That is the flag of our nation.

Write these sentences, using two or more words instead of the single words in Italics:

A good man fears nothing.

Iron bolts were used throughout the building.

Wise persons avoid temptation.

He was a distinguished man.

We shall never forget those happy hours.

The little boy is running about barefooted.

The child had an innocent look.

He displayed an inquiring spirit.

LESSON XXXI. A PICTURE LESSON.



Write a little story about this picture, using the following words to describe it:

Little boy; little girl; part of their vacation; uncle's house; in the country. Green meadow; back of the house; small pond; tame fishes; not afraid. Hungry; piece of bread; in hand; little crumbs; into the water.



soft	thick	round
fine	juicy	coarse
ripe	rusty	golden
thin	sweet	yellow
sour	${f rough}$	\mathbf{smooth}

Write a description of the orange, using these words to

tell about it or about its different parts. Tell how oranges differ in appearance and taste, and how such parts as the skin, pulp, or juice vary in different oranges.

LESSON XXXII.

WORDS USED TO SHOW TIME, PLACE, OR MANNER.

The bees lighted on the flower.

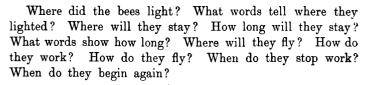
They will stay there for a little while.

Soon they will fly to the hive.

The bees work very busily, and they fly very fast.

When night comes, they stop work.

In the morning they will begin again.



Some words are used to show the place where something is done.

Some words are used to show the time when or during which something is done.

Some words are used to show the **manner** in which something is done.

We may use one word or several words to show where, when, or how something is done.

In the sentences which you read about the bees, which words show place where something was done? Which words show time when or during which something was done? Which words show manner, or how something was done? Which are single words? Which are groups of words?

Tell which words in these sentences show the place where something is done:

The cat sits on the chair.

Mary runs up stairs.

I will leave my book here.

The birds are flying in the air.

The train moves forward and backward.

The boat sank where the water was deep.

Columbus sailed across the ocean.

There we lived by the side of the hill.

Tell which words in these sentences show the time when or during which something was done:

We must go to the store to-morrow.

The package came yesterday.

The children come home at noon.

I shall leave when the train goes.

They will start early, and they will stay for a week.

My mother died when I was very young.

Man never loses the sentiment of his true good.

The Athenians were always seeking some new thing.

Tell which words in these sentences show how something is done:

The horse runs well.

The stream flows rapidly.

I hardly knew you.

The work was done with great care.

The boy did as he was ordered.

Kate wept bitterly.

Speak so that you may be understood.

Isabella gladly welcomed the early violet.

Whatever is worth doing at all, is worth doing well.

EXERCISE.

Fill the blanks with words showing time, place, or manner:

You placed the box ————.
There is water —————, but not a drop to drink.
Bring me the book ————.
The ship sailed —————.
The man served us —————.
Treat the poor —————.
Place your knife ———— and lay the fork ————.
I study my lessons ————.

Write sentences, using these words:

then quickly nowhere quietly sometimes to-day slowly never

Write sentences, using these groups of words to show where, when, or how something was done:

in the sky. without success.
on the floor. when we return.
after school. where the grass grows.
at sunrise. as fast as you can.
with much trouble. as soon as the bell rings.

Write the following sentences, using a single word for the words which are in Italics:

The pupil reads with distinctness.

We did not know it at the time.

The boy came with haste.

With sorrow the blind man told his story.

The swan moves with grace.

The orator spoke with feeling.

Write these sentences, using more than one word for the words in Italics:

She watched the child tenderly. The wheel revolved rapidly. Let me know immediately. Always speak the truth. We can find violets here.

LESSON XXXIII. A PICTURE LESSON.



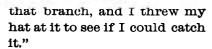
Yesterday; after school; with the children; to the boathouse; on the pond; in the boat; away from shore; with the oars; steadily; carefully; nearly; around; back again; safely; to supper. Write a story about this picture, using the words or groups of words to tell how, when, or where something was done.

LESSON XXXIV.

QUOTATIONS.

- "Oh, Walter! my hat is up in the tree," said Lucy.
- "How did it fly up there?" asked Walter.

"It did not fly," answered Lucy. "I saw a beautiful butterfly on



"Well, did you think that the butterfly would fly into your hat?" asked Walter.

"No," replied Lucy, "but I thought I might eatch it. Please get my hat for me."

"Yes, I will try," said Walter. "It is lucky that you did not throw it very high."

Who is speaking in the first sentence? What does she say? Tell the words which are used by Walter and Lucy in this conversation. What words show who is speaking? Tell which of the sentences spoken by the children are statements. Tell which are questions and which are commands. Do you see any words used as exclamations? Do you see some little marks before and after each group of words representing what was said? These are called quotation-marks. Do you see any commas? Do you see any interrogation-points?

When the exact words which a person speaks are used by another, they are said to be quoted.

Quoted words, when written, are enclosed between quotation-marks (" ").

The words which are quoted are separated from the other words in a sentence by a comma, or by a question-mark or an exclamation-point.

Fill the blanks in these sentences with quoted words:

My brother said, "	 ."
" ?" asked the li	ittle girl
"," replied the f	teacher.
Children say, "	**
"," said they.	

Write the conversation between Walter and Lucy in your own words, without giving the exact words spoken by them, and without any quotation-marks.

Write the following little story in the form of a conversation, using quotation-marks:

Mary and Emma were playing beside a brook, when Mary told Emma that she was thirsty and would like a drink of water. Emma said that she had a tin cup, and that she would try to dip up some water from the brook.

At first she was afraid that she would slip and fall into the water, but Mary offered to hold her hand.

Then Emma asked Mary to give her the cup, and she filled it with nice cool water, which Mary drank, and for which she thanked Emma.

Mary then said that she would get some water for Emma to drink.

LESSON XXXV.

A DIALOGUE.



Eva.—Look, Grace, look! What do you think Uncle George has brought us in this basket?

Grace.—Oh what a beautiful kitten! Take it out of the basket, Eva.

Eva.—Here it is! Just see!—What a nice little kitty you are!

Grace.—I wonder if Kitty is hungry? We must take her into the kitchen and get her some milk.

Eva.—Yes, indeed! you take Kitty, and I will run ahead and get a saucer.

Grace.—Do you suppose that such a little kitten can catch a mouse?

Who are the persons speaking? How can you tell? Are the words the exact words spoken by the persons who are talking? Are there any quotation-marks used? What do you call a conversation written in this manner?

When the words which two or more persons use in a conversation are written just as the persons speak them, they may be arranged in the form of a dialogue.

The name of the person speaking is first given, and the quotation-marks are omitted.

Write the conversation between Eva and Grace in the form of the conversation between Walter and Lucy, on page 65.

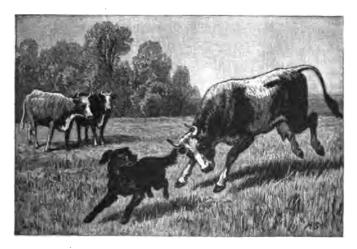
Write the conversation between Walter and Lucy in the form of a dialogue.



PART SECONDO

LESSON I.

THE TWO PARTS OF A SENTENCE.



The cows are in the field.

One cow is running after a dog.

The dog is barking.

What are spoken of in the first sentence? What is said about the cows? What is spoken of in the second sentence? What is said about it? Which words in the third sentence show what we are speaking about? Which words tell what we say about it? Does each of these sentences express a thought? What do we use to express our thoughts?

To express our thoughts we use spoken or written words.

To express a thought we must mention some object and say something about it.

Say something about—

a cow an oak a pen a newspaper a dog a city a door a wagon

Write the following words, and supply something in each case to complete the statement:

is walking flies can read dreams are sleeping spins will come plays

A sentence consists of two parts.

The first part is something about which we speak or write.

The second part is what we speak or write about it.

John-runs.

In this sentence John is the first part, or that of which we speak, and runs is the second part, or what we say about John.

Write these sentences, placing a dash between the first and second parts:

The star is twinkling.

The tree bends.

Charles is a good boy.

The apple is sour.

The duck is swimming.

The bird is flying.

The horse is trotting.

The owl is screeching.

The first part of a sentence, or that of which we speak, is called the subject.

The second part of a sentence, or that which represents what we say of the subject, is called the **predicate**.

In the sentences which you have just written, tell which are the subjects and which are the predicates.

Point out five objects in the room, and say something about each.

Are these sentences?

The cold winter.
The flying-fish.
The mouse in the cheese.
The hen on her nest.
The boy running on the wall.
The door swinging on the hinges.

Change each group of words so that it shall be a sentence. Point out the subject and the predicate in each.

LESSON II.

THE SUBJECT AND THE PREDICATE.

The boy sings.
The boy and girl sing.
The bird sings and hops.
The bird sings, hops, flies, and perches.

What do we speak about in the first sentence? What do we say about the subject? What do we speak about in the second sentence? Do we speak of more than one object? Do we say the same thing about both objects? Do we in the third sentence say more than one thing about the bird? What four things do we say in the fourth sentence about it?

What word in the second sentence is used to connect the words boy and girl? What word in the third sentence is used to connect the words sings and hops? In the fourth sentence, are the four words which represent the things which we say of the bird all connected by and? What do you see after each one except the last?

In a sentence we may say one thing of several objects, or we may say several things of one object.

When we say *two* things of an object or say something of *two* objects, the two words used alike are connected by and.

When three or more words are used alike and follow one another in a series, the comma is used to separate the words. And is also generally placed between the last two words.

Fill the blanks with names of objects:
and fly and jump and grow and are running.
Fill the blanks with words which state something
A boy can and A dog and The sun and The scholars and
Fill these blanks, and use commas and and:
The grocer sells us Mary studies We visited Houses are made of
are domestic animals.

EXERCISE.

Write these groups of sentences so that each group shall form one sentence:

Edward is reading. The bee is flying.

Edward is writing. The butterfly is flying.

Sugar is sweet. A swan can walk.

Molasses is sweet. A swan can swim.

Honey is sweet. A swan can fly.

The horse walks.

The horse runs.

The horse trots:

John goes to school.

Mary goes to school.

William goes to school.

The horse gallops. Edith goes to school.

Write two things about—

a lemon a flower a fox the moon a sponge a robin a pen the grass

Write these words and what you think is needed to complete the statements:

---- are the days of the week.

---- are the months of the year.

- are the States known as New England.

---- branches of the Mississippi.

LESSON III.

THE SUBJECT AND THE PREDICATE.

Boys-run. Men-walk. Birds-fly.

Name the first part of each sentence. What, then, is the subject of each sentence? What is the second part of each sentence? What words, then, are the predicates?

The boys—run to school. Four men—walk on the street. The large birds—fly in the air.

What is the first part of the first sentence? How many words are there in the subject? What is the second part of this sentence? How many words are used in the predicate? How many words are there in the subject of the second sentence? What is the predicate? Name the whole subject in the third sentence. Name the whole predicate.

The subject may be one word, or it may be several words.

The predicate may be one word, or it may be several words.

Write these sentences, and place a dash between the subject and the predicate of each:

Gertrude plays. The smoke rises gracefully.
The sun shines. The old fence has fallen.
Lead is heavy. The oldest boy shall go first.

Flowers are blooming. The book is interesting.

A strong south wind soon brought a heavy rain.

A rainbow in the morning is the shepherd's warning.

My voice may reach a friendly ear.

Robert came trembling into the presence of the officer.

The merry birds have left the bough.

The glow of sunset was already fading on the border of the sky.

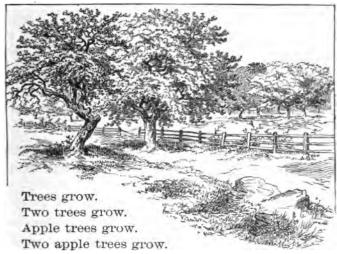
The horses and the cows are in the pasture.

James, John, and David have gone to Boston.

Will school begin to-morrow?

Write five sentences, in each of which the subject and the predicate shall be several words.

LESSON IV. PRINCIPAL AND LIMITING WORDS.



The two old apple trees in the orchard grow.

Name the whole subject in each of these sentences. Which is the important or principal word in each subject? How many trees may you mean in the first sentence? To how many trees is your thought limited in the second sentence? To what kind of trees is the thought limited in the third sentence? Is your idea of trees more or less restricted in the fourth sentence? To what particular trees is it limited in the last sentence?

Which is the more definite, the subject of the first sentence or the subject of the last sentence? If you were still further to limit or restrict the use of *trees*, as, "The two crooked old apple trees," or "The two crooked old apple trees which stand in the pasture, near the fence," would your idea be more distinct or less distinct?

Trees grow slowly.

Trees grow slowly in dry weather.

Name the whole predicate in each of these sentences. Which is the important or principal word in each predicate? In the second sentence, how do the trees grow? Is the idea of growing more limited than in the first sentence? Is the idea more or less limited in the last sentence?

When several words are taken together, one of them is **principal**, and the others **limit** it.

Which may represent the greater number of objects, the words in the first column or those in the second column?—

peaches five peaches. men wise men.

flowers bright red flowers.

clouds those white clouds in the west.
buttons the gilt buttons on the blue coat.

Which are the principal words? Which are the limiting words?

Fill the blanks with limiting words:

 boys studied
 soldiers marched
 class will recite
 flowers are growing
swans are swimming
 wind is blowing
rain is falling
 train is coming

LESSON V.

THE NOUN AS SUBJECT.

The boy runs. The man walks. The sun shines.

Name the principal word in the subject of each sentence. Is each of these words the name of an object?

The subject of a sentence is generally an object-word, or a name.

An object-word, or a name, is called a noun.

What do you call these words?—

lion goat moon sun hoop house tiger Peter Burlington mountain

Think of the objects in your own room, and write on your slate the names of ten of them. What do you call these names?

Which of these words stand for objects?—

hen clearly barn into swimming rat of dog snow good

Tell the nouns in the following sentences:

Frederick is drinking water.

Has Charles caught a trout?

Oh how bright the lightning is!

When did the boy bring that basket?

Jane walked to the city.

The old man remained in his carriage

The old man remained in his carriage. The wind has broken the branches of the trees.

In the above sentences, which nouns are subjects?
Write five sentences, and draw a line under the nouns.

LESSON VI.

THE NOUN AS PART OF THE PREDICATE.

Boston is the capital.

These men are negroes.

Thomas was a soldier.

Those mountains were volcanoes.

What is the subject of the first sentence? What is the predicate? Is there a noun in the predicate? How many nouns are there in the second sentence? Which noun is used as the subject? If is or are were omitted, would each of these groups of words be a sentence? Why?

Which are the subjects in the third and fourth sentences? Name any other nouns used in these sentences. If was or were were omitted, would anything be stated?

A noun with is, are, was, or were may form the predicate.

Point out the nouns used with is, are, was, or were to form the predicate in the following sentences:

The earth is a globe.

Venus is a planet.

The squirrel is a quadruped.

That man was a traitor.

The stars are suns.

Carl was a German.

The whale is not a fish.

Fill the blanks in these sentences with nouns to complete the predicate:

The pinks are ———.
The trout is a ———.
Alexander is a ———.
Washington was a ———.

Write five sentences, forming the predicate in each by using a noun with is, are, was, or were.

LESSON VII.

THE NOUN AS A LIMITING WORD.

The queen is Victoria.

Queen Victoria is empress of India.

David was a king.

David, the Psalmist, was the poet-king.

That stone building is a shoe store.

What word is the subject in the first sentence? What is the subject in the second sentence? Which is the principal word? By what word is it limited? Name the subject in the third sentence? In the fourth? Which is the principal word? By what is it limited? Which is the principal noun in the predicate? By what noun is it limited? Which are the principal nouns in the subject and the predicate of the fifth sentence? What words limit them? Which of these words are nouns?

A noun may be used without is, are, was, or were to limit another noun; but when so used, the words do not form a sentence.

Which is the principal noun in the subject of the fourth sentence? What noun limits it? Is this noun limited by any word? What mark do you see immediately after the word David? After the word Psalmist?

When a limiting noun is itself limited, the words thus united are separated by the comma from other words in the sentence.

What is the principal noun in the predicate of the fourth sentence? Do you see a little mark between these words? This mark is called a hyphen.

When the *principal* and *limiting* nouns are closely united in thought or commonly used together, they are joined by a **hyphen** and used as **one word**. When they are very *frequently* used together, the hyphen is omitted.

Point out the limiting nouns in these sentences:

The planet Venus is morning star.

The ship Nautilus has left the harbor.

Lincoln, the President, was assassinated.

The river Nile overflows its banks.

Henry, the stage-driver, held the reins.

Napoleon, the emperor of France, was a powerful monarch.

The Mississippi, the Father of Waters, drains a vast basin.

Point out the subject and predicate nouns.

Fill the following blanks with limiting nouns:

My dog ----- follows me.

His brother — went into the country.

The river — flows into the Gulf of Mexico.

The poet ——— wrote "Evangeline."

The express — ran off the track.

Point out the limiting words in these sentences:

The wood-saw was left in the horse-car.

The freight-train stopped at the signal-tower.

The egg-plant grew in the vegetable-garden.

At the Zoological Gardens I saw a fish-hawk, an eider-duck, a prairie-dog, and a ground-squirrel.

Separate the following into the different words of which they are formed:

penman headache handkerchief windmill sailboat inkstand penholder coppersmith

Write five sentences, using three nouns in each—one as a subject, one with is, are, was, or were to form the predicate, and one to limit the subject.

LESSON VIII.

WORDS USED INSTEAD OF NOUNS.



I am John Ames.

I have a top.

I can spin it.

Ann has a top, but she cannot spin hers.

We like to see a top spin.

Who is speaking in the first sentence? What word is used as subject of the sentence? Is the subject a noun? Of what name does this word take the place? Who is speaking in the second and third sentences? For what word does it stand? Is the speaker represented in the fourth sentence? Instead of what word is she used in the fourth sentence? For what word is hers used? What words would you use in place of we in the last sentence? If you were speaking of John and Ann in the last sentence, what word would you use instead of we? If you were speaking to John and Ann, what word would be used in place of we?

Words used to take the place of nouns are called **pronouns** (for-nouns).

Point out the pronouns in the following sentences, and tell whether they are used as subjects or as predicates:

I am he.
Where is she?
He has returned.
We are going to school.

It is cold.
She is studying.
That book is mine.
They are coming to-day.

Put pronouns in place of the following nouns:

George reads well.

The boys are at play.

Where has Henry been?

When will the stars shine?

Sarah and Mary are in town.

LESSON IX.

ADJECTIVES.



An apple is round. It is smooth. It is red. It is sweet.

When an apple is before you on the table or in your hand, how can you tell that it is round? How do you know that it is smooth? How can you tell its color? How do you

know whether it is sweet or sour? Do you find out the qualities of any object by the sense of sight, hearing, touch, smell, or taste? In the sentences above, which words stand for qualities of the apple?

Tell some of the qualities which you find belonging to—

a sponge a rose an orange a tree the sun

A word which is added to a noun to express a quality is a quality-word, or adjective.

Point out the quality-words in these examples:

Snow is white.

Arthur is a studious bov.

The river is wide and deep.

The brindled cow gives us sweet milk.

A large tree stands in the green meadow.

Your little kitten plays with a rubber ball.

Name any objects having two or more of these qualities:

long green juicy blue round white smooth large good bright

Write sentences containing the following words, and add a word to each to express some quality:

water boat milk doll ice peach horse grass pencil slate

What do you call these words?—

bad old little ripe pink small long young deep fresh

Point out the adjectives in these examples:

sweet fruit clear skies cool winds sour grapes new houses ripe melons

To what kind of words are these adjectives added?

a knife

LESSON X.

THE ADJECTIVE AS PART OF THE PREDICATE.

The tree is tall.

The leaves are green.

The train was late.

The children were hungry.

Tell which words are used in these sentences to express qualities. What is the subject in each sentence? Name the predicate in each. Are the adjectives used in the subject or in the predicate? If you omitted the words is, are, was, and were, would these groups of words be sentences?

An adjective may be used with is, are, was, or were to form the **predicate**.

Write sentences, using the following adjectives, with is, are, was, or were to form the predicate:

right thin high soft late broad round wide brown sharp

What adjectives can you use to name qualities of—
a book a rose a ball a sled

a mountain

a doctor

Write sentences, using each of these words as subject, and use is and an adjective to form the predicate.

a tiger

Change the following expressions to statements, and then to questions:

faithful dog sly fox blue sky dark night cold weather sour milk strong ice rough road

Write five nouns, and predicate four qualities of each.

LESSON XI.

THE ADJECTIVE USED TO LIMIT THE NOUN.

Geese have feathers.
Wild geese fly south
in winter.

Three geese walk in a row.

Do you see any adjective in the first sentence? Do



you see one in the second sentence? Which may mean the greater number, geese or wild geese? Geese or three geese? Does wild express a quality? Does three express a quality? Do these words limit the use or application of the word geese?

The adjective, without is or are, may be added to a noun to **limit** its application, but the words do not form a sentence.

Some adjectives limit the application of a noun without expressing a quality.

Point out the adjectives used to limit the nouns in the following expressions:

old rails sweet peas dark cloth red ink rough boards large gains clean hands brave men

Point out all the adjectives in the following sentences, and tell whether they are quality-words or whether they merely limit the application of the noun:

A dog has four feet.

That clover has four leaves.

All trees have trunks.

Every bird has two wings.

Each boy recited a long lesson.

This boy has three tame squirrels.

Those large oaks have many branches.

The old hen has six eggs in that nest.

Write sentences containing the words used before each dash, and use adjectives to express the qualities represented by the words used after the dash:

pupils—industry boy—idleness fire—warmth flowers—sweetness workman—skill people—pride diamonds—brilliancy friend—kindness street—breadth

Write sentences, using these words to limit nouns:

all nine no a this
one every many the seven

Write sentences, using two or more adjectives to limit the subject, and two or more with is, are, was, or were to form the predicate.

Write sentences, naming three or more qualities of the following words. Use the adjectives in the predicate, with commas and and to separate them properly:

gold lead ice iron wood

LESSON XII.

THE VERB.

The ice is cold.

The water is deep.

Our flowers are beautiful.

Those trees were fruitful.

Name the predicate in each of these sentences. What quality of ice is stated in the first sentence? Which word states or affirms the quality? What quality is stated of water? What word is used to affirm it? Tell which are the affirming words and what is affirmed in the third and fourth sentences.

A	word	which	of	itself	states	or	affirms	something
of ar	objec	ct, is a	ve	rb.				

of an object, is a v	erb.		
Supply affirming	<i>g-words</i> i	n each of the	se sentences:
The tree	old.	That dish	warm.
		Your lessons _	easy.
	The dog	runs.	
	The dog	jumps.	
	The dog	swims.	
	The dog	, barks.	
Which words show dog do? Are these the actions of the do	actions?		
A word which word. A word which verb.			
In the following tell which express affirm something:	action	-	
The sun shines.	\mathbf{T} hi	is hill is very st	ер.
The apple is red.	Ou	r horse travels v	ery fast.
Our books were ol		e hawk flew ove	
The load was hear	y. The	e kittens rompe	d and played.
Supply words e	xpressing	action to fill	these blanks:
A bird	(Our boat	slowly.
The lily	. 7	The boys and gir	ls
The scholars		Soldiers	
Write sentences	s expressi	ing suitable a	ctions for-
the fox	a boat	a fish	a lion
the robin	the bee	a man	a star

LESSON XIII.

THE PARTICIPLE.

The dog runs.
The dog is running.
A man plants a tree.
A tree was planted.

Name the verb in the first sentence. Is the same action expressed in the second sentence as in the first? If you omit the word is, will any action be affirmed? Is running an actionword? Name the verb in the third sentence. What words form the predicate in the fourth sentence? If you omit the word was, will any action be affirmed? Does the word planted stand for an action?

A word which stands for an action, but cannot of itself affirm an action, is called a participle.

Tell which of these words are verbs and which are participles:

fly steal pay know feed flying stolen paying known feeding

Point out the verbs and the participles in these sentences:

I spin my top. The roses are fading.
The sun shines. The horse is running.
The snow melts. The bells are ringing.
The class recites. These books were sold.
The bird is dead. We are eating breakfast.

Write participles formed from the following verbs.

go eat sing jump fly run melt read study work Write sentences expressing suitable actions for the following objects. In each sentence use is or are and a participle:

a fire a child a river a cloud a leaf an eagle a wheel a farmer

The sun is rising in the east.

The rising sun gilds the mountain tops.

Name the predicate in the first sentence. What words express the action? What kind of a word do you call rising? Is rising part of the predicate in the second sentence? Does it limit the principal word of the subject? Does it stand for an action? Is it an action-word?

A participle may be used like the adjective, either to limit a noun or with is, are, was, or were to form the predicate.

In the following sentences, point out the participles used to limit, and those used in the predicate:

The sun is shining.

The pouring rain falls in torrents.

The roaring lion frightens the hunters.

The beautiful boat is sailing down the stream.

The moving mass is stretching over the ground.

The sparkling stream is pouring over the precipice.

In these examples tell whether the predicate is a verb alone, a verb and a participle, a verb and an adjective, or a verb and a noun:

Oh how it rains! The gold is yellow.

The earth is wet. The hyena is an offensive animal.

The shower is coming. The dew is sparkling on the grass.

LESSON XIV.

THE VERB FORMS THE PREDICATE.

The scholar reads. The plums are ripe. They are soldiers.

What is the predicate in the first sentence? Is it an actionword? Does it affirm an action? What is the predicate in the second sentence? In the third? What word is used to affirm in these sentences? What word in the second sentence shows what is affirmed? In the third? Could these words alone form the predicate?

The verb either is the predicate or is used in forming it.

In the following sentences point out those in which the verb alone affirms, and those in which the verb and another word are used to affirm:

The boy swims.

The night is dark.

The man is reading.

The summer is warm.

The berries are sweet.

The clouds rise over the hills.

The night is dark.

The rain falls fast.

Those men are soldiers.

That boat is a propeller.

The ship glides over the waves.

Write five sentences, using a verb alone for the predicate.

Write five sentences, using a verb and a noun for the predicate.

Write five sentences, using a verb and an adjective for the predicate.

Write five sentences, using a verb and a participle for the predicate.

LESSON XV.

WORDS ADDED TO VERBS.

The old horse walks slowly. The fast train moves rapidly. The neat boy writes neatly.

Name the verb in the first sentence. Is it limited by any word? What word in the second sentence is used to limit the verb? What adjective in the third sentence limits the subject? What word limits the verb? How does the spelling of these two limiting words differ?

A word added to a verb to limit its meaning is called an adverb.

An adverb is often formed by adding "ly" to an adjective.

aageeur e.					
I left my ha The class rea	The dog barks furiously. The stream flows noiselessly. The men work industriously.			7.	
Which of t	hese are adje	ctives	and whic	ch are adve	rbs?
	beautiful beautifully				-
Form adve	erbs from the	follow	ing wor	ds:	
	peculiar brilliant				
Fill these	blanks with	adverb	s:		
They s	The sounds were heard				
We must rise		The crowd rushed			
The grass grow	The scholar recited				
The wagons mo	ve	The t	rain will	arrive	•

LESSON XVI.

THE ADVERB.

The troops marched wearily.
The snow falls gently.
I must go to school early.
I will start now.
John threw the ball up.
I found it here.

Point out the adverbs in these sentences. Which of these words answer the question how? Which of them answer the question when? Which answer the question where?

Adverbs are generally used to show how, when, or where something is done.

Write the following sentences, and add a word to each to answer the question how:

The rain fell.

A bird flies.

You must wait.

The flag hangs.
The clock ticks.

The chorus sing.
The artist paints.

He submits to misfortune.

Bring me the water.

The steamer reached the port.

Write sentences, using the following words to show when something was done:

now

then lately often sometimes

never recently soon seldom

Write sentences, using the following words to show where something was done:

here there

to-morrow

below somewhere far back down away

yonder nowhere

LESSON XVII.

THE ADVERB.

The tree grows slowly.

The peaches are very ripe.

The gradually approaching storm will soon overtake us.

The river runs quite rapidly.

Name the adverb in the first sentence. What does it limit? What kind of a word does it limit? What adverb do you see in the second sentence? What kind of a word does it limit? What kind of a word is gradually? What kind of a word does it limit? What kind of a word is quite? What is rapidly? What does quite limit?

An adverb may limit a verb, an adjective, a participle, or another adverb.

Tell what kind of words are limited by adverbs in these sentences:

Where is my knife?
The word is too difficult.
The man is sitting there.
The weather is very cold.
Henry entered too abruptly.

The orator spoke eloquently.
The old tree is badly broken.
How slowly the snail crawls!
The wheel revolved suddenly.
Thunder was heard everywhere.

Write five sentences, using an adverb to limit an adjective.

Write five sentences, using an adverb to limit a participle.

Write five sentences, using an adverb to limit an adverb.

LESSON XVIII.

THE ADJECTIVE AND THE ADVERB.

The dog looks brave.

The dog looks bravely at his foe.

The apple tastes sweet.

The chemist tastes the mixture cautiously.

Does looks brave mean the same thing as looks bravely? Which does brave explain, the subject or the predicate? Does bravely limit the noun or the verb? Does sweet limit apple or tastes? What does cautiously limit? When you say that the dog looks brave or that the apple tastes sweet, do you answer the question how? When you say that the dog looks bravely or that the chemist tastes cautiously, do you answer the question how? Are brave, bravely, sweet, and cautiously all adverbs?

Verbs which do not of themselves affirm an action often require another word to complete the meaning. The word used to complete the meaning sometimes seems to answer the question how, but is not an adverb.

Some verbs affirm an action when they mean one thing, but do not affirm an action when the meaning is different. In answer to the question how, such verbs are limited by an adverb only when they affirm an action.

In the following sentences point out the adjectives and the adverbs, and tell which verbs of themselves affirm an action:

He seems better.
Keep the dog still.
The boy looks sick.
The apple tastes sour.
The stone feels rough.

The man appears wise.

He painted the boat blue.

The children remained quiet.

He looks earnestly in my face.

He carefully tastes the medicine.

LESSON XIX. THE OBJECT OF THE VERB.



George runs, and John raises his bat. He hits the ball, and George catches it.

What kind of words are runs, raises, hits, catches? Does each of these words affirm an action? Does runs complete what we wish to say about George? Does raises complete what we wish to say about John? What word is required to complete the statement? What words are required to complete the action expressed by hits and catches? What kind of a word is ball? What kind of a word is it?

A noun or a pronoun which is required to complete the meaning of a verb expressing action is called the **object** of the verb.

Tell which of these verbs require objects to complete the meaning:

go	love	come	$\operatorname{clim}\mathbf{b}$	walk
ďo	talk	\mathbf{swim}	${f strike}$	$_{ m make}$

Fill the b	lanks in	these sente	ences with	objects:	
We read	. .	Th	e children f	ed	
He wrote	•	\mathbf{Th}	e artist pair	ited a	
We purchased	l			ecited	
The farmer cu	it the	Th	e carpenter	strikes	
Write se object of a		sing each	of these	words as	the
flag	tree	man	sand	\mathbf{word}	
ball	cart	book	lamp	drum	
				•	

LESSON XX.

THE PREPOSITION.

The book is on the table.

The house stands near the street.

The man came to the door.

What is the subject of the first sentence? What verb is used to state something of book? Does this verb alone complete the statement? What words complete what we wish to say? Do the words the table complete the statement? What word is used to show the relation of these words to what has been said? What word shows where the house stands, in relation to the street? Between what words in the third sentence does to show the relation?

A word used to show the *relation* of one word to another is a **relation-word**.

A word showing the relation of a noun or a pronoun to another word is a preposition.

A noun or a pronoun that is related to another word by a preposition is called the **object** of the preposition. Point out the prepositions in the following sentences:

He ran by the fence.

My coat is on the floor.

The cup is on the shelf.

The horse is in the stable.

We sailed across the lake.

The ball is under the chair.

The sun rose behind the hills.

The train passed over the bridge.

Put the proper prepositions in the following blanks, and tell of what each preposition shows the relation:

Edgar walk	ed tl	he garden.		
He spoke _	differe	ent subjects.		
Emma prac	ticed	diligence _	two hours	.
The woodpe	ec <mark>ker ran</mark> .	the tru	nk of the tree	е.
I rode	Providen	ce Bost	on the c	ars.
The dews $_$	$_{}$ the m	orning glitte	er the ra	ys the sun.
Write se	entences	containing	these prep	ositions:
by	into	upon	${f under}$	against
up	over	down	among	between

LESSON XXI.

THE CONJUNCTION AND THE INTERJECTION.

The boy and the girl are playing.

The children go to school in the morning and in the afternoon.

A fish lives in the water, but it cannot live when taken out of the water.

Who are playing? What word connects the words boy and girl? How many times each day do the children go to school? What words tell when they go? By what word are these expressions connected? Do you see two statements about a fish? By what word are they connected?

A word used to connect different words or expressions is a connecting-word, or conjunction.

Point out the conjunctions in these sentences:

The pen or the ink is poor. '

Arnold is not angry, but sad.

I have not a slate, but a book.

Gertrude has neither father nor mother.

The teacher and the scholars are present.

Washington always decided wisely and justly.

Write sentences containing these conjunctions:

if or but and than because

Ah! here is my kite.

Alas! the little bird is dead.

Oh, see that beautiful flower!

Hurrah! my lessons are done.

What kind of a sentence is the first? What word expresses feeling? What word in the second sentence is used in a similar manner? In the third sentence? In the fourth?

A word which expresses feeling or emotion is an emotion-word, or interjection.

Point out the interjections in the following sentences:

What! is it possible?

Ah me! I fear the worst.

Alas! alas! my axe is lost.

Hail! hail to thee, great chief!

Adieu, my native land! adieu!

O thoughts ineffable! O visions blest!

Write sentences containing these interjections:

O ah oh alas hark hurrah

REVIEW EXERCISE.

Write sentences containing—

1. A noun, a verb, an adverb. 2. A noun, a verb, a participle. 3. A noun, a verb, and two adjectives connected by a conjunction. 4. An adjective used in the predicate. 5. A preposition and a participle. 6. One noun joined to another to limit it. 7. An adjective used to limit and a noun in the predicate. 8. A noun to limit and an adjective in the predicate. 9. A noun used as an object of a verb. 10. A noun used as an object of a preposition.

LESSON XXII.

PROPER NOUNS AND COMMON NOUNS.

James has a kite.

Paris is a wonderful city.

Washington crossed the Delaware.

Point out the nouns in these sentences. What is a noun? Is a noun a name? Which of these nouns are proper names? Which are common names? (See Lesson XI., Part I.)

A noun which applies to and particularizes an individual object is a proper noun.

A noun which applies to each individual of a class of objects is a **common noun**.

Fill the first blank in ea	ach of these examples with
a common noun, and the see	cond with a proper noun:
We gave the to	A sailed across the
A was fought in	What flows into the

Write five sentences, each containing a proper noun, and five, each containing a common noun.

LESSON XXIII.

NUMBER.

Mary gave her brother a book. The men brought the boys some apples.

Point out the nouns in the first sentence. Do these mean one or more than one? Name the nouns in the second sentence. Do these mean one or more than one? (See Lesson XX., Part I.) What change is usually made in a noun meaning but one to show that it means more than one?

When a noun or a pronoun represents a single object, it is of the singular number.

When a noun or a pronoun represents more than one object, it is of the plural number.

A noun or a pronoun usually changes its form when it represents more than one.

Tell which of the following words are singular and which are plural:

he	we	bees	oxen	dress
its	box	\mathbf{they}	locks	houses
Write	the plural	form of	the following	nouns:
fly	five	man	table	house
fife	girl	bath	${f sheaf}$	paper
cry	\mathbf{ally}	\mathbf{thief}	knife	marsh
box	rose	bush	glory	thrush
boy	wife	child	piano	church

Write three sentences, each containing a plural noun.

Write three sentences, each containing a singular noun.

LESSON XXIV.

PERSON.



Now, Emma, you hold one end of the rope and let Clara hold the other.

Don't pull it too tight. Let it just touch the ground. When you count three, I will jump.

Which one of these girls do you think is speaking? What is the name of the girl to whom she is speaking? What girl is spoken of? How many things are spoken of? Point out all the nouns or pronouns that represent persons or things spoken of. Point out all the nouns or pronouns that represent the person spoken to. What word represents the speaker?

In speaking, there are three parties, or persons—the speaker, the hearer, and the object spoken of.

The first person represents the speaker.

The second person represents the heaver.

The third person represents the object spoken of.

The first and second persons may not appear in the sentence, but there must be a speaker and a hearer.

If the first person is used, then the object spoken of is the speaker. If the second person is used, the object spoken of is the hearer. If the third person is used, the object spoken of is neither the speaker nor the hearer.

Is the speaker or the hearer represented in the following examples? Can you tell who is the speaker or the hearer? What are the objects spoken of? Must there be a speaker for each?

Time is money. The truth will triumph.

James is coming. Honesty is the best policy.

The ship was wrecked. The thunder-storm was severe.

Is the speaker or the hearer represented in the following examples? What represents the objects spoken of? What two parties are represented in each. What party does not appear?

I am writing. We shall be present.
Are you reading? Shall we leave now?
I will certainly go. Thou art beside thyself.

Among the following examples, tell those in which the speaker or the hearer is represented. Are there any in which the speaker or the hearer is not represented? Are there any in which more than one object is spoken of?

You may see it.

The kite is flying.

Where is William?

I have bought you a book.

Have you seen the eclipse?

Jane told me to give you her pen.

LESSON XXV.

PERSONAL PRONOUNS.

How should the *object spoken of* be represented in the following sentences?—

Henry found a question which Henry could not answer.

Stephen bought a top, carried the top home, and played with the top.

Sarah invited Ellen to a picnic, and requested Ellen to invite Ellen's cousin.

In speaking of the same object several times in a single sentence, would you repeat the noun in each instance, or would you use a pronoun in its place? Do you substitute pronouns for the nouns in every instance? Which noun in each sentence representing the object spoken of do you allow to remain? Why?

How would William speak of himself in these examples?—

Give William a slate.

William is studying arithmetic.

William attends the grammar-school.

Do you use a pronoun in each instance? Why? Which of the three parties does William represent? Is he spoken of? By whom?

How would Alice be represented as the one spoken to in these examples?—

Alice may bring Alice's pen and ink.

Alice may write a letter to Alice's sister.

Do you use pronouns in each instance instead of the noun representing the person spoken to? Why?

Nouns do not by their form indicate the three persons. To represent the three persons we employ pronouns.

Pronouns which by *their form* represent the three persons are called **personal pronouns**.

The first and second persons are invariably represented by personal pronouns.

Fill the blanks in the following examples with the proper pronouns, and tell why the same Walter is represented by different pronouns:

Walter, when are __ coming home?

"Come," says Walter; "____ am ready for a ride."

Walter is very ingenious; has made a little printing press.

Learn the following list of personal pronouns:

Simple.

	Singular.	Plural.
First Person.	I.	We.
Second Person.	Thou.	Ye or you.
Third Person.	He, she, or it.	They.

Compound.

	Singular.	Plural.
First Person.	Myself.	Ourselves.
Second Person.	Thyself.	Yourselves.
Third Person.	Himself, herself, itself.	Themselves.

[The plural form you is now used in ordinary conversation instead of the forms thou, thee, and ye.]

Write these sentences, using pronouns instead of the proper nouns—first so that the subject shall be of the first person; then so that it shall be of the second person; and finally so that it shall be of the third person. Make any other changes that are required:

William is flying William's kite.

The girl must study the girl's lessons.

George put George's knife in George's pocket.

Arthur came to Arthur's mother with a book in Arthur's hand.

Mary told Mary's brother that she wanted Mary's brother to play with Mary.

James and John filled James and John's basket with peaches, but James and John did not eat the peaches.

Give pronouns to represent these nouns as object spoken of:

man	boy	tree	lady	house
men	\mathbf{boys}	$_{ m trees}$	ladies	houses

Why does the pronoun change its form to represent the words in the lower line? In what respect does the pronoun agree with the noun? Is the pronoun of the same number as the noun? Is it of the same person?

Give pronouns to represent these nouns—first as the party speaking, and then as the party spoken to:

Alfred Jonas Isaac

Alfred and Silas Jonas and Emory Isaac, Nathan, and David

In the following examples, by using pronouns, let the subject be changed to the first and second person singular and to the first, second, and third person plural, and notice the changes in the verb:

Philip is flying a kite.

Lizzie is fond of mignonette.

Herbert is gathering pond-lilies.

Carroll is an excellent carpenter.

Does the man see the old farmhouse?

LESSON XXVI.

NUMBER AND PERSON OF THE VERB.

The flower blooms and withers. The flowers bloom and wither.

In the first sentence, is the subject of the singular or of the plural number? Of what number is the subject in the second sentence? What difference do you notice in the forms of the verb in the two sentences?

The verb agrees in number with the subject. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

[The form of the verb, in English, does not always change to show its agreement with the subject in number. You, when used to represent but one person, is still a plural form; and if it is used as subject of a sentence, the verb is always plural.]

Write sentences containing these words, and tell the number of each subject:

is fly cut run cuts were do am has was runs have

Write sentences containing the plural form of each of these verbs:

flies rides walks works learns thinks goes reads draws writes jumps studies

Write sentences having in each a noun of the third person singular number as subject, and the proper form of one of the following verbs in the predicate:

am fall sing hide have shine see toss fade play come bring

I am a soldier.

Thou art my benefactor.

He is a student.

What is the person of the subject in the first sentence? In the second sentence? In the third? What change do you notice in the verb in these sentences?

The verb agrees in person with the subject. If the subject represents the speaker, the verb is of the first person. If it represents the hearer, the verb is of the second person. If it represents the person or thing spoken of, the verb is of the third person.

[The verb in the singular number sometimes, but not always, changes its form to show this agreement. The plural form is the same for the three persons.]

Change the person, but not the number of the subject, in each of these sentences, and notice what change is made in the verbs:

She sews. They ride well.

He reads. You are speaking.

We listen. It eats and drinks.

I am coming. Thou art the man.

Write all the pronouns that may be used as subjects of each of these verbs:

is	art	\mathbf{has}	was	have	turns
am	see	run	goes	were	drink

LESSON XXVII.

GENDER.

Henry rides to town. Mary is singing a song. Steel is hard.

What pronoun should be used in place of the word *Henry?* What pronoun would you use for *Mary?* For *Steel?* Why do you not use the same pronoun for all these words?

A different pronoun must be used when the object spoken of is male, female, or neither male nor female.

The distinction of nouns or pronouns in regard to sex is called gender.

The masculine gender denotes a male. The feminine gender denotes a female. The neuter gender denotes an object neither male nor female.

EXERCISE.

In the following sentences, point out the nouns and the pronouns, and tell the person, the number, and the gender of each:

We must visit Niagara Falls.

That engraving is very fine; I intend to buy it.

Virginia sketches beautifully; she studies nature.

John is so lame that he is obliged to ride to school.

Pigeons fly in such numbers that when they alight they often break the branches of the trees.

Write sentences containing the following pronouns:

I it he

we

you

thev

Use the proper pronouns to represent the following nouns:

hens June chisel Arnold parents chicken

she

Cornelia grandfather

LESSON XXVIII.

CASE.

William is reading. I saw William. William's cap is torn.

What pronoun would you substitute for William in the first sentence? In the second sentence? In the third? In which sentence is William the subject? In which is it the object? In which is the possessive form used? Do you use a different form of the pronoun in each sentence?

Different forms of the same pronoun are used to represent the noun in its **several relations** to other words.

The relations in which a noun or a pronoun may stand to other words are **three** in number.

This relation of a noun or a pronoun to other words is called case.

This animal is a leopard. That boy is George. This book is a dictionary.

Name the subjects of these sentences. What nouns are used in these sentences to complete the predicate? What do we state that the animal is? Who is the boy? Do all these nouns answer the question who? or what?

When a noun is used as subject or as predicate noun after a verb not affirming action, it simply names the person or the thing of which we speak.

A noun or a pronoun used in this naming relation is said to be in the nominative (naming) case.

A noun or a pronoun in the nominative case answers the question who? or what?

Arthur has Henry's watch. Amy saw Lucy's book. I have read Scott's novels.

Which words denote possession? What pronouns would you use instead of these nouns? Whose watch did Arthur have? Do all nouns or pronouns in the possessive form answer the question whose? Is the possessive case indicated by the form of the noun?

A noun or a pronoun in the possessive form is said to be in the possessive case, and answers the question whose?

The man struck John. Emma read the book. The vase is on the table.

In the first sentence, what word is used as subject of the verb? What is the relation of John to the verb? What is the object of read? Of what is table the object?

A noun or a pronoun used in the relation of object after a verb or a preposition is said to be in the objective case, and answers the question whom? or what?

Give the case of the following nouns:

These flowers are lilies.

Harriet is in her garden.

Jungles abound in Hindustan.

Merton's dog has bitten a child.

I bought the pencils at Clark's store.

I have read Bancroft's "History of the United States."

Put pronouns in place of the nouns in Italics, and notice the form used for each case:

Alfred's dog is dead.

Henry guided Arthur.

Gifford bought a cow.

The father loved his son.

The hen laid ten eggs.

The people's complaint was heard.

LESSON XXIX.

THE ANTECEDENT OF THE PRONOUN.

John takes his book to his desk.

Ellen has her thimble in her basket.

The plant will lose its leaves and its blossoms.

Name the pronouns in the first sentence. In place of what word do they stand? What is the number of the noun? Of the pronouns? What is the gender of the noun? Of the pro-

nouns? Does the noun represent the speaker, the party spoken to, or the object spoken of? What is the person of the pronouns? Are the same pronouns used in the second sentence? Why are they changed in form? Why is a different pronoun used in the third sentence? What pronoun would have been used if the subject were plural?

A noun which is represented by a pronoun always goes before the pronoun in thought, and usually precedes it in the same sentence or in another sentence.

The noun which a pronoun represents is called the antecedent (going-before-word) of the pronoun.

A pronoun has the same number, person, and gender as its antecedent.

Write and learn the following:

FORMS OF PERSONAL PRONOUNS.

First Person.

N	minative.	Possessive.	Objective.
Singular.	I.	My or mine.	Me.
Plural.	We.	Our or ours.	$\mathbf{U}\mathbf{s}.$

Second Person.

Nominative.		Possessive.	Objective.
Singular.	Thou.	Thy or thine.	Thee.
Plural.	Ye or you.	Your or yours.	You.

Third Person.

	No	minative.	Possessive.	Objective.
(Masculine.	He.	His.	Him.
Singular.	Masculine. Feminine. Neuter.	She.	Her or hers.	$\mathbf{Her}.$
	Neuter.	It.	Its.	It.
	l genders).		Their or theirs.	Them.

[In the second person you, your or yours, and you are used to represent one person, though plural in form.]

LESSON XXX.

THE POSSESSIVE FORMS OF THE PRONOUN.

My hoop is lost.

Mine is in the house.

This is my book, and that is your book.

This book is mine, and that is yours.

We can see her face, but we cannot see their faces. We can see hers, but we cannot see theirs.

Name the pronoun in the first sentence. Give the case of this pronoun. What word does it limit? How does the pronoun in the second sentence differ from that in the first? Does it limit any word? Are the possessive forms in the third and fourth sentences the same? Which forms are used to limit nouns? Name the objects of the verbs in the fifth sentence. What words are the objects in the sixth sentence?

The pronouns *I*, thou, and she in the singular, and all the personal pronouns in the plural, have two possessive forms.

The forms my, thy, his, her, its, our, your, and their are used when the **noun** limited by the pronoun in the possessive case is expressed.

The forms mine, thine, his, hers, its, ours, yours, and theirs are used when the noun is not expressed, but understood. These forms may be used as if they were in the nominative case or in the objective case.

Write sentences to answer the following questions, and use the forms *mine*, yours, etc.:

Whose kite is that? Whose book are you reading?

James has whose bat? Whose apple is Alfred eating?

Whose chickens are these? Whose doll is Minnie holding?

Whose slate are you using? Whose house do the people occupy?

LESSON XXXI.

TRANSITIVE VERBS AND INTRANSITIVE VERBS.

The sun rises.

The trees bend.

I found him in the orchard.

James left his knife at home.

Is any word required in the first and second sentences to complete the meaning of the verb? Which is the verb in the third sentence? Does it affirm an action? Is the action complete, or is something more required to complete the meaning? What is needed in the fourth sentence to complete the meaning? In what case are the words which are used to complete the meaning?

A verb which affirms an action that is *incomplete* without an object carries the action over from the *subject* to the *object*.

A verb which requires a *noun* or a *pronoun* in the **objective case** to complete its meaning is called a **transitive** (carrying-over) **verb**.

A verb which does not require a noun or a pronoun in the objective case to complete its meaning is called an intransitive verb.

Point out the transitive and intransitive verbs in the following examples:

The owl sits upon the tree.

The sun shines upon the water.

The fire has scorched the grass.

The robin is feeding her young.

The pears dropped from the tree.

Gertrude has finished her picture.

Write five sentences, using a transitive verb and its object in each.

Write five sentences, using intransitive verbs.

LESSON XXXII.

ACTIVE VOICE AND PASSIVE VOICE.

John struck William. William was struck by John.

Name the verb in the first sentence. Is it a transitive or an intransitive verb? What is the subject? The object? Who is the person that acts? Who receives the action? Does the second sentence have the same subject as the first? Is the same person acting?

A transitive verb requires two parties—the actor and the receiver of the action.

When the name of the actor is the subject of the sentence, the verb is said to be active, or in the active voice.

When the name of the receiver is the subject, the verb is said to be **passive** (suffering or receiving), or in the **passive voice**.

Point out the verbs in the active voice and those in the passive voice in these examples:

The dog pursued the fox.
The fish was caught with a hook.
The governor pardoned the prisoner.
The ship was wrecked upon the rocks.
The branches were broken by the wind.

Change these sentences by using the passive for the active voice:

The sun melted the snow.

The committee visited the school.

The policeman caught the robber.

The boy carried the berries to market.

The wind broke the branches of the trees.

LESSON XXXIII.

MODE.

The boy is playing.
The boy can play.
Must we go to school?

In the first sentence, is something real or actual stated? Is an actual statement made in the second sentence? Do we mean that the boy is really playing, or that it is possible for him to play? Do we ask about something actually happening, or about something of which we think, in the third sentence?

An event may be real and actually happen, or it may be thought of and spoken of as if it had happened.

The manner or mode in which the verb represents the action is called **mode**.

The wind blows. Is the dog running?

In the first sentence is the action asserted as really taking place? Does the second sentence inquire for an event as actually taking place?

When a verb asserts or inquires for an action as actually taking place, it is in the indicative mode.

We may go to ride.

A bird can fly.

You must rise early.

Does the first sentence state that we are actually going to ride, or does it indicate only the possibility of our going? In the second sentence, is anything actual represented as taking place? In the third sentence?

When a verb asserts or inquires for an action which merely may, can, or must take place, it is in the **potential mode**.

Jane will not come if it rains.

We cannot leave unless you open the door.

Though he work till night he cannot finish what he has to do.

Is it doubtful whether Jane will come or not? What is it that will prevent her coming? In the second sentence, what condition is stated? What is the condition stated in the third sentence?

When a verb expresses a condition for another event and implies doubt, it is said to be in the subjunctive mode.

[As now used the subjunctive mode does not differ essentially from the indicative.]

Bring me a chair. Please let me go.

What kind of sentences are these? Can you tell from these sentences what person is spoken to? Is the subject of the verb always expressed in a command?

When a verb asserts a command or an entreaty, it is in the imperative mode.

I am ready to go.
The child learns to read.
To write well is important.

In the first sentence, is go an action-word? Does it affirm the action? Do to read and to write express action? Do they assert the action? Do you see an adverb in the third sentence? What does it limit? What are the two parts of the statement in this sentence? What, then, is the subject?

A verb with to placed before it, expressing action, but not asserting it, is called the **infinitive**.

The infinitive is used like a **noun**, but is limited like a **verb**.

Tell the mode of the following verbs:

I can read this book.

The leaves begin to fall.

The boy may catch a fish.

To see the sun is pleasant.

You must study your lesson.

The flowers grow on the bank.

Come, Edmund, play with me.

The tree is broken by the wind.

LESSON XXXIV.

FORMS OF THE VERB.

The boys are playing. The girls are sewing.

Can you tell when the actions represented in these sentences are taking place? Is the action actually in progress? Have the boys finished their play? Are the girls still sewing?

When an action is represented as going on, it is said to be **progressive.**

The boys have played. The girls have sewed.

Do these sentences represent the action as going on? Do they represent the action as completed? Have the boys finished their play? Is the sewing done?

When an action is represented as finished, it is said to be completed or perfect.

The boys played. The girls sewed.

Can you tell when these actions took place? Can you tell when the boys began to play? How long the play continued? When they stopped playing? Can you tell when the girls began to sew, when they were sewing, or when they stopped?

When an action merely supposes a going on and a finishing, but does not distinctly state it, it is said to be indefinite.

The forms of the verb which represent the action as going on, completed, or indefinite are called the progressive, the perfect, and the indefinite forms of the verb.

The form of the verb used in representing a progressive or an unfinished act is the **participle** ending in **ing**.

The form of the verb used in representing a complete or a finished act is the **participle** usually ending in ed.

In the following examples, tell whether the verbs are in the progressive, the perfect, or the indefinite form:

The train stopped. The soldiers have come.

The dog is barking. I am studying my lesson.

The snow is falling. The sun set behind the hills.

I have written a letter. The men have loaded the wagon.

Give the progressive form of-

fly sing blow drive drink run love write reign speak

Give the perfect or completed form for the same verbs.

Give the indefinite form for the same verbs.

LESSON XXXV.

TENSE.

The boys are playing. The boys have played. The boys play.

In the first sentence, does the speaker mean that the boys are playing at the time of speaking? In the second sentence, does he mean that now they have completed their play? In the third sentence, when does he mean that they play? Which sentence expresses progressive action? Which shows completed action? Which expresses the action indefinitely?

When the verb by its form represents the action as taking place at the time of speaking (or in present time), it is in the present tense.

A verb in the *present tense* may represent the action as **progressive**, as **completed**, or as **indefinite**.

The boys were playing. The boys had played. The boys played.

In the first sentence, does the speaker mean that the boys are playing now or that they were playing before he spoke? Is he speaking of the present or of the past? In the second and third sentences, does the action belong to present time or to past time? Which sentence shows progressive action? Which represents the action as indefinite? In which is the action represented as completed?

When a verb by some change of form places the action before the time of speaking (or in past time), it is in the past tense.

A verb in the past tense may represent the action as progressive, as completed, or as indefinite.

The boys will be playing. The boys will have played. The boys will play.

Does the speaker refer to some time after the instant at which he speaks? Tell which sentence represents a progressive action? Which a completed action and which an indefinite action?

When a verb by some change of form places the action after the time of speaking (or in future time), it is in the future tense.

A verb in the future tense may represent the action as progressive, as completed, or as indefinite.

Tell the tense of the following verbs, and also whether the form of the verb is progressive, perfect, or indefinite:

The grass is growing.

The boy forgot his book.

We had finished our dinner.

They have gone to New York.

I shall go to school to-morrow.

The class recited satisfactorily.

The birds will come with the spring.

We shall be reading when you come again.

The snow will have melted when we return.

The clouds grow black, and the rain falls rapidly.

Write sentences containing these verbs, first in the present tense, then in the past, and finally in the future tense. Use the progressive, perfect, and indefinite forms:

run sing read paint climb sew rain sleep write drink

LESSON XXXVI.

AUXILIARY, OR HELPING, VERBS.

The carriage may come. We shall go to town. The sun is rising. The ship has sunk.

What words in the first sentence form the predicate? Is the action stated as actual or as possible? Which word expresses the possibility of the action? Which is the principal word in the predicate of the second sentence? What is its tense? What word indicates the tense? In the third sentence, what is the form of the verb? What kind of a word is rising? What word is used to affirm? What form of the verb is used in the fourth sentence? What kind of a word is sunk? Name the affirming word.

To express the desired meaning, the *present* or *simple* form of the verb, the participle ending in ing or the participle for an unfinished act, and the participle usually ending in ed or the participle for a finished act, are assisted by helping or auxiliary verbs.

The past indefinite form is never used with an auxiliary verb.

In forming the tenses which denote *progressive* action, the verb be (am, is, are, was, will be, etc.) unites with the participle ending in ing.

In forming the tenses which denote completed action, the verb have (has, had, will have, etc.) unites with the participle usually ending in ed.

The auxiliary verbs may, can, and must are used in forming the **potential mode**, and the auxiliary verbs shall and will are used in forming the future tense.

The verb do (*does*, did) is used as an auxiliary verb to emphasize an assertion. When so used, the verb, with do, is said to be in the **emphatic form**.

In the following sentences, point out the auxiliary verbs, and tell whether each verb is in the progressive, the indefinite, or the perfect form, and give the mode and tense of the verb:

The snow is falling.

The pupils study attentively.

The men have gone to the factory.

The boat had sailed from the wharf.

The sun will be up in a few moments.

The procession was coming when I left.

We must finish our lesson before recess.

The leaves will appear again in the spring.

The train will have started if we stay here for an hour.

Write sentences, using the following words to express progressive action, and point out the auxiliary verbs used:

sing hear start sleep climb feed read come swim drink

Write sentences, using the following words to express completed action, and point out the auxiliary verbs used:

eat ride burn speak swing sell ring paint study choose

In what form are the verbs in these sentences? Point out the auxiliary verbs:

Do you see the fire? Did you call yesterday? I did read the letter. I do not know the man.

Write sentences containing the emphatic form of these verbs:

look walk swim speak laugh

LESSON XXXVII.

REGULAR VERBS AND IRREGULAR VERBS.

The horses walk.
The horses walked.
The horses have walked.
The scholars write.
The scholars wrote.
The scholars had written.

What three forms of the verb walk are used? Which is the present or simple form? Which is the past indefinite form? Which is the participle for finished or completed action? Which of these forms cannot be used with an auxiliary verb? What three forms of write are used? What letters are added to walk to form the past indefinite? To form the participle for completed action? Is there any difference in the spelling of these forms? How are the past indefinite and the participle denoting completed action formed from write? Are both forms spelled alike? Do they end in ed?

The present or simple form, the past indefinite, and the participle for completed or finished action are called the principal parts of the verb.

When the past indefinite and the participle for finished action end in ed, the verb is regular. When these forms do not end in ed, the verb is irregular.

Give the principal parts of these verbs, and tell which are regular and which are irregular:

fail	run	play	wear	enjo y
say	sing	\mathbf{read}	grow	invite
sail	love	$_{ m hear}$	make	prepare
sell	give	\mathbf{bake}	$_{ m think}$	produce
buy	wake	\mathbf{show}	build	complete

LESSON XXXVIII.

THE VERBS LIE, LAY, SIT, SET, LEARN, AND TEACH.

The book lay on the table.

I lay the book on the table.

The hen sits on the nest.

I set the hen on the nest.

When you learn this lesson, I will teach you another.

Does the word lay in the first sentence mean the same thing as the word lay in the second sentence? In what tense is lay in the first sentence? In the second sentence? Which of the two verbs is transitive? Which is intransitive? Do sit and set have the same meaning? Which of these verbs is transitive? Do teach and learn mean the same thing? Which one of these verbs would you use to express the idea of giving instruction?

Learn the principal parts of these words:

Present.	Past.	Participle for finished act-
Lie (to rest or recline).	Lay.	Lain.
Lay (to cause to rest or to place).	Laid.	Laid.
Sit (to rest).	Sat.	Sat.
Set (to cause to rest or to place).	Set.	Set.
Learn (to acquire knowledge).	Learne	d. Learned.
Teach { (to cause to learn or } to impart knowledge). }	Taught	. Taught.

Fill the blanks in the following examples with the proper forms of *lie* or *lay*:

The tools on the bench.
He his pen on the desk.
You must not on the ground.
These papers have here for a week.
The clerk has the books on the shelf.
The dog has on the mat which I by the door.

Fill these blanks with the proper forms of sit or set:

I have _____ the trap.
The child _____ in the chair.
You have ____ there for an hour.
I will ____ the hen if she will _____ on the eggs.
We will ____ on the bench and watch the sun ____.

Fill these blanks with the proper forms of teach or learn:

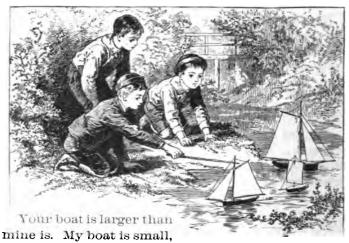
Mary has ____ to write.
You ____ us how to read.
I have been ____ to draw.
We have ____ our lessons.
Has he ____ you how to make a kite?
We can ____ the rules if you will ____ us how to use

REVIEW EXERCISE.

them.

How many parties are there in speaking? What words by their form represent the three persons? How does the verb agree with its subject? What is gender? How many genders are there? What is the antecedent of a pronoun? How does a pronoun agree with its antecedent? How many possessive forms do the pronouns *I*, thou, and she have? What is a transitive verb? An intransitive verb? When is a verb in the active voice? In the passive voice? How many modes has the verb? What part of the verb is used in the progressive form? In the perfect form? What is the emphatic form? What does the present tense represent? The past tense? The future tense? What is an auxiliary verb? What auxiliary verb is used in the progressive form of the verb? In the perfect form? What are the principal parts of a verb? When is a verb regular?

LESSON XXXIX. COMPARISON.



but it will sail faster than yours will sail. John's boat is the largest of all, and it will sail the fastest.

What two things are compared in the first sentence? Which boat, "yours" or "mine," excels in size? What word indicates the comparison? By what adjective is boat limited in the second sentence? Is the boat compared with anything? Is the action of sailing compared with anything? With what? What word indicates the comparison? What comparisons are made in the third sentence? What words show the comparisons?

Two or more objects, actions, or conditions are often compared by means of an adjective or an adverb.

Adjectives are used in comparing objects. Adverbs are used in comparing actions.

The adjective or adverb by its form or by some change of form expresses the degree of comparison.

In the following sentences, tell what objects or actions are compared, and tell which adjectives or adverbs express a greater or less degree:

This key is heavier than that.

The bow is longer than the arrow.

I can walk faster than you can run.

He seems more melancholy than his brother.

The weather is warmer in autumn than in spring.

The sound of this bell is less audible than the sound of that.

In the following sentences, tell what objects or actions are compared, and tell which adjectives or adverbs express the greatest or least degree:

This tree is the tallest in the orchard.

She is the most amiable person in the room.

We have had the worst storm of the season.

He is the least intelligent member of the family.

The sun is the brightest of all the heavenly bodies.

This, of all the books, is the most elegantly printed.

LESSON XL.

THE THREE DEGREES OF COMPARISON.

The boy is tall.

The boy is taller than his brother.

The boy is the tallest scholar in the school.

The brook flows slowly.

The brook flows more slowly in winter than in spring. The brook flows most slowly in summer.

What quality is affirmed of the boy in the first sentence? With how many other boys is he compared in the second sentence? How is the adjective changed to express the degree of

comparison? With how many boys is he compared in the third sentence? What change do you see in the adjective? By what is flows limited in the fourth sentence? Is any comparison expressed? What two actions are compared in the next sentence? How is the comparison expressed? With what is the action compared in the sixth sentence? What change is made to express the comparison?

There are three degrees of comparison.

The positive degree is used when there is no comparison or when objects possess equal degrees.

The comparative degree is used when two objects, actions, or conditions possessing unequal degrees are compared.

The superlative (highest) degree is used when one object, action, or condition is compared with two or more of the same kind.

Most adjectives of one syllable add er to form the comparative degree, and est to form the superlative degree.

Most adjectives of more than one syllable, and nearly all adverbs, use **more** or **less** before the word to form the *comparative degree*, and **most** or **least** to form the *superlative degree*.

Give the degree of each of the following adjectives:

best sweet shorter peaceful least difficult
older merry upright brightest more unhappy

Fill the following blanks with adjectives, and tell the degree of each:

Be ____ of your health.
Be not ____ in well-doing.
Honesty is the ____ policy.
Gerald is the ____ of my sons.
The ___ toys are bought here.
Augusta is ____ than Constance.

Write the comparatives and superlatives of the following adjectives and adverbs:

wise warm slowly careless beautiful noble lovely heavily abruptly eloquently

Compare these adverbs:

ill well badly finely swiftly

LESSON XLI.

COMPARISON OF EQUALITY.

My book is like Robert's book.

My knife is not so sharp as yours is.

This tree is as large as that.

He can run as fast as I can.

You talk as I do.

In the first sentence, what objects are compared? Is any difference in degree indicated? In the second sentence, what objects are compared? Is there a difference of degree? Is the difference in degree stated or is the equality denied? In the third sentence, what words are used in expressing the comparison? In the fourth sentence, what are compared? In the fifth? Is a difference of degree shown?

Objects, actions, or conditions may be compared to indicate equality or similarity without expressing any difference in degree.

The words like, as, as—as, and so—as are used in comparisons which express similarity.

The word like when so used is always followed by a noun or by a word standing for a noun, and is never followed by a sentence.

The word as when so used is followed by a sentence expressed or understood.

Fill the blanks in the following examples:

Your hat is ____ mine.
This bird looks __ an eagle.
The barn is ____ tall ___ the house.
Does Mary sing ___ well ___ Emily?
Our lesson is not ____ long to-day ____ it was yesterday.

Write ten sentences, comparing objects without expressing a difference in degree.

Write ten sentences, comparing actions without expressing a difference in degree.

LESSON XLII.

THE PARTS OF SPEECH.

Beautiful flowers bloom by the river.

She sings well, and plays the piano with much expression.

Hark! I hear the music in the distance.

What kind of a word is beautiful? What kind of a word is flowers? What kind of a word is bloom? What is by? The? River? Tell to what class each word in the second and third sentences belongs. How many different kinds of words are there in the second sentence? In the third? How many different kinds or classes of words do you find in the three sentences?

The different classes of words are called the parts of speech.

Write ten sentences, and name the different parts of speech used.

I own a pony.

The pony is my own.

We have had an early spring.

When the bell rings I spring out of bed.

We took a walk on a beautiful spring morning.

What part of speech is own in the first sentence? What part of speech is the same word in the second sentence? What part of speech is spring in the third sentence? In the fourth sentence? In the fifth?

The meaning or use of a word sometimes determines what part of speech it is.

EXERCISE.

Write sentences containing the following words used as nouns; then write sentences containing the same words used as verbs:

fly	sail	load	play	burn
eve	\mathbf{feed}	$_{ m bear}$	\mathbf{form}	work

Write sentences containing the following words used first as nouns and then as adjectives:

fair	well	gold	glass	straw
city	fleet	chief	plain	silver

Write sentences containing the following words used first as verbs and then as adjectives:

fast	dull	close	stray	wrong
fine	rival	$_{ m clear}$	signal	absent

Write sentences containing the following words used first as verbs, then as nouns, and then as adjectives:

last	iron	light	stone	double
salt	\mathbf{milk}	paint	\mathbf{sound}	summer

LESSON XLIII.

ABBREVIATIONS.

Mr. and Mrs. West live in Portland, Me. Dr. Crawford arrived Mon., Jan. 10, 1887. Rev. Geo. C. Bond will preach this A. M.

Read the first sentence. How do you pronounce the first word? Is it spelled as you pronounce it? Can you tell why it is not spelled in full? For what does *Mrs.* stand? In what State do Mr. and Mrs. West live? Is the name of the State spelled in full? How do you pronounce the first word of the second sentence? For what do *Mon.* and *Jan.* stand? For what title does *Rev.* stand? What name is represented by *Geo.?* Can you tell what is meant by the letters *A. M.?*

To save space in writing some words are shortened or abbreviated. An abbreviation is always followed by a period.

Write and learn the following abbreviations:

Titles.					
\mathbf{Mr} .	Mister.	${f Agt}$.	Agent.		
\mathbf{Mrs} .	Mistress (missis).	Hon.	Honorable.		
Gen.	General.	Sec.	Secretary.		
Brig.	Brigadier.	Treas.	Treasurer.		
Col.	Colonel.	Supt.	Superintendent.		
Capt.	Captain.	Prin.	Principal.		
Maj.	Major.	Prof.	Professor.		
Lieut.	Lieutenant.	P. M.	Postmaster.		
Esq.	Esquire.	Rev.	Reverend.		
Messrs.	Gentlemen.	Gov.	Governor.		
Dr.	Doctor.	Pres.	President.		
M. D.	Doctor of Medicine.	Clk.	Clerk.		
Surg.	Surgeon.	Bp.	Bishop.		
Sen.	Senior, senator.	Dea.	Deacon.		

Days of the Week.

Sun.	Sunday.	Tues.	Tuesday.	Fri.	Friday.
Mon.	Monday.	$\mathbf{Wed}.$	Wednesday.	Sat.	Saturday.
	•	Thurs	Thursday.		

Months.

Jan.	January.	Apr.	April.	Oct.	October.
$\mathbf{Feb}.$	February.	Aug.	August.	Nov.	November.
Mar.	March.	Sep.	September.	Dec.	December.

Countries and States.

Eng.	England.	Cal .	Californi a .
Mex.	Mexico.	Or.	Oregon.
Ger.	Germany.	Ky.	Kentucky.
Aust.	Austria.	La.	Louisiana.
Ala.	Alabama.	Ga.	Georgia.
Mass.	Massachusetts.	Mo.	Missouri.
Conn.	Connecticut.	Mich.	Michigan.
Miss.	Mississippi.	Ia.	Iowa.
III.	Illinois	Minn.	Minnesota.

Miscellaneous.

A. M.	Ante Meridian (in the	$\mathbf{doz}.$	dozen.
	morning).	N.	North.
P. M.	Post Meridian (in the	S.	South.
	afternoon).	\mathbf{E} .	East.
A . D.	Anno Domini (in the	W.	$\mathbf{West}.$
	year of our Lord).	tb.	pound.
B. C.	Before Christ.	oz.	ounce.
Dr.	Debtor.	bbl.	barrel.
Acct.	Account.	ft.	foot or feet.
P. S.	Postscript.	Etc.	Et cetera (and
P. O.	Post Office.		so forth).
Jr.	Junior.	St.	Street.
Co.	Company or county.	Ave.	Avenue.

LESSON XLIV.

LETTER-WRITING.

1831 Walnut St. Philadelphia. Pa., June 10. 1887.

Do the three lines above look like the beginning of a letter? In what city does the writer live? On what street? In what State? In what month does he write? On what day of the month? In what year? Is the following what the writer means: "I am writing this letter at 1831 Walnut St., in the city of Philadelphia, in the State of Pennsylvania, on the tenth day of June, in the year eighteen hundred and eighty-seven"? Is the form at the beginning of this lesson an abbreviated form? Do you notice that commas are used wherever any words have been omitted? Do you see any abbreviated words? What mark is used immediately after these words?

That part of a letter which shows where the writer is and when he writes is called the heading.

Copy the following letter-headings:

Office of Brown & Co. 291 Wabash Ave.

Chicago Ill. Jan. 8. 1890.

North Attleborough,
Bristol Co. Mass.,
Sept. 21. 1889.

P. O. Box 97.
New Orleans, Sa.,
Apr. 7. 1888.

365 Broadway. New York.
Nov., 8. 1888.

Write letter-headings as follows:

Place, Boston in the State of Massachusetts. Time, the four-teenth day of June in the year eighteen hundred and eighty-eight.

Place, a residence numbered 135 on Morton St. in Rochester, New York. Time, December 16, 1887.

Place, Corinth in Alcorn County, State of Mississippi. Time, April 27, 1886. The answer is to be sent to Post-office box 43.

Place, office of Ward & Company, No. 572 Eighth St., Cincinnati, Ohio. Time, October twelfth of the present year.

Place, the capital of your State. Time, one year ago to-day. Place, the Palmer House at Chicago, Ill. Time, February 18, two years ago.

Place, where you are now. Time, to-day. Place, _____. Time, ____.

LESSON XLV.
LETTER-WRITING.

My dear Mother:

Dear Charles:

Friend William.

Mr. J. C. Richardson. Wilmington Del.

Dear Sir.

Mrs.Sarah Gardner Dear Madam:

Do these forms look like parts of letters? What do these forms show? Would you use an address like the first in writing to a person with whom you were well acquainted, or to a stranger? With whom would you imagine the writer to be better acquainted, Charles or William? Do you think the writer is well acquainted with the persons named in the last two forms, or do you think that these persons may be strangers? What mark do you see at the close of each of these forms? This mark (2) is called a colon. Tell why the periods and the commas are used.

That part of a letter which shows to whom it is written is called the address.

The form of the address depends to some extent upon the intimacy existing between the writer and the person to whom the letter is written.

It is often proper to state in the address the *place* at which the person who is to receive the letter may be found.

A colon (:) is placed at the close of the address.

Copy the addresses given on the opposite page.

Copy the following addresses, and tell why the various marks of punctuation are used:

The American Machine Co. Columbus Ohio,

Dear Sirs:

Messrs:Chas.P. Robbins & Co., 219 Sumter St., Charleston, S. C.,

Gentlemen:

Write the proper addresses to each of the following persons:

To your father. To one of your aunts. To one of your cousins. To a stranger named Mr. R. A. Beck. To a boy with whom you are acquainted. To a girl with whom you are acquainted. To a gentleman named W. C. Brown, residing at 37 Garden Street, Des Moines, Iowa.

EXERCISE.

Write the following letter-headings and addresses:

From New York, on Christmas of last year, to a friend.

From here to-day to your brother who is at Washington, in the District of Columbia.

From some place which you have visited, at the date of your visit, to a schoolmate.

From Lowell, Mass., on the fifth of September, 1888, to Mr. John B. Jackson, Detroit, Michigan.

LESSON XLVI.

LETTER-WRITING.

Your affectionate son. Clarence.

Yours very truly. Arthur D. West.

Sincerely yours. W.O. Bowen.

In what part of a letter would forms such as those given above be used? Are these written in each case by the person sending the letter? Are these closing lines written under the letter itself? The closing portion of the letter is called the subscription. "Subscription" means something written under. The name signed to the letter is called the signature.

That part of the letter which shows by whom it was written is called the subscription.

The subscription consists of some expression of esteem or respect, the form of which depends upon the intimacy existing between the writer and the person to whom the letter is written, and the signature.

Write subscriptions to letters written by—

Yourself to a friend.
Lillian Gray to her sister.
Alice Townsend to her aunt.
William Brown to his mother.
James Thompson to his father.
William C. Thomas to a stranger.
Messrs. Parker & Lee to another firm.

That part of a letter which is found between the address and the subscription is called the **body** of the letter.

The different topics in the body of a letter should be arranged in paragraphs.

A paragraph is a sentence or a group of sentences pertaining to one topic. The *first word* of a paragraph is **indented**, or set in, to the right of the margin at the left side of the page.

The heading occupies the upper right-hand corner of the page.

The **address** follows the *heading*, but is written at the left.

The subscription follows the body of the letter, but is written at the right.

Copy the letters found on pages 140 and 141. Notice carefully the use of capitals and punctuation-marks, and the arrangement of paragraphs.

Point out the heading, the address, and the subscription. Tell which words are indented.

Brookside, August, 6.

Dear James:

Your mother told me to-day that you expected your friends Arthur and Frederick

to spend a few days with you. Our new tennis grounds

are ready now and we have a

new tennis net and plenty of rackets. I shall be glad to

have you and your friends

spend Thursday here.

' I am sure we can have

a nice time.

Your friend, George Stuart. Grove Street. June 15.

Dear Nellie:

Uncle John has invited Walter and myself to go with him tomorrow morning to the Goological Gardens. We shall see all the

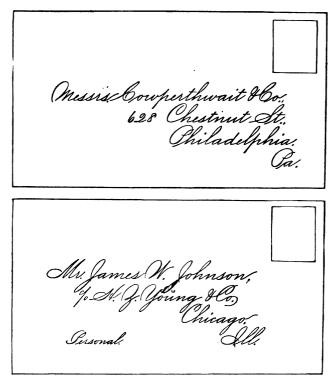
animals and the birds and we expect to stay till after the animals have been fed. We all wish to have

you go with us. I hope

you can go. Please let me

know at once:

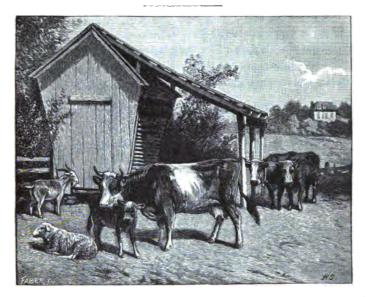
Your affectionate rousin, Florence



In what is a letter enclosed when it is to be mailed? Where should the postage-stamp be placed? The address written on the envelope is called the *superscription*. "Superscription" means *something written above*.

The address written on the envelope, giving the name of the person to whom the letter is to be sent and the name of the place where he may be found, is called the superscription.

Copy the superscriptions given above.



Imagine yourself spending the summer at a farm. Write a letter to a friend relating your experiences.

Write a description of the farm, the house, the barn, the corn-cribs, the horses, the cows, the pigs, the sheep, the fowls. Describe the meadows, the corn-fields, the orchards, etc. Tell what you think of the people, what they do, and how your own time is occupied.

Write a letter about—

A visit to the seashore, describing the trip by cars or by boat, the beach and the surf, the shells and sea-weed, the bathing, fishing, etc.

Your life at school. Describe the building and its location. Mention the branches of study which you pursue, those which you like best. Give an outline of a day's work at school.

Your pet rabbits. Tell how you happened to have them, how many you have, what their color is, what their house looks like, what they eat, and how they burrow in the ground.

An invitation to a friend to accompany you in your row-boat on the lake for an early morning excursion to gather pond-lilies.

Write a letter to a friend describing—

A picnic.
A sleigh-ride.
A skating-party.
Your new watch.
A base-ball game.

A fishing-excursion.
A day in the woods.
A dolls' dinner-party.
A trip to the mountains.
How you spent Christmas.

A sail on the river. A Saturday afternoon in the Park.

Draw a figure on your slate of the shape and size of an ordinary envelope, and write the proper superscription for each of the letters which you have written.

THE END.

